REPORT RESUMES

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A PROPOSED PROGRAM FOR A CURRICULUM DEVELOPMENT LABORATORY FOR UNEMPLOYED OUT-OF-SCHOOL YOUTH, 16 TO 21 YEARS OF AGE.
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DESCRIPTORS- *CURRICULUM DEVELOPMENT, *UNEMPLOYED, *OUT OF SCHOOL YOUTH, *PROGRAM DEVELOPMENT, VOCATIONAL COUNSELING, YOUNG ADULTS, TEACHER QUALIFICATIONS, ADMINISTRATIVE ORGANIZATION, ON THE JOB TRAINING, STAFF IMPROVEMENT, STUDENT RECRUITMENT, PROGRAM CONTENT, SKILL CENTERS, READING INSTRUCTION, LANGUAGE INSTRUCTION, ARITHMETIC, TRAINING OBJECTIVES, PROGRAM PROPOSALS, WORK EXPERIENCE PROGRAMS, PARTICIPANT CHARACTERISTICS,

A FIVE-MEMBER CONSULTANT TEAM, DURING THE SUMMER OF 1966, DEVELOPED A PROGRAM FOR OUT-OF-SCHOOL YOUTH WHICH WOULD RELATE WORK AND STUDY AND PROVIDE ON-THE-JOB TRAINING WITH THE ULTIMATE GOALS OF PLACING PARTICIPANTS IN SUITABLE VOCATIONS AND ASSISTING THEIR RETURN TO FORMAL EDUCATION LEADING TO A HIGH SCHOOL DIPLOMA. THIS PROPOSAL OUTLINES PROGRAM GOALS, ORGANIZATIONAL STRUCTURE (CHAIN OF AUTHORITY, ADVISORY BOARD, STAFF RESPONSIBILITY), CENTER POPULATION (SELECTION, RECRUITMENT, DESCRIPTION TO BE SENT TO AGENCIES), TEACHER QUALIFICATIONS (PERSONALITY, SKILLS, BACKGROUND), STAFF TRAINING PROGRAM (ORIENTATION, OVERVIEW OF STAFF APPROACH), CENTER PROGRAM (SCHEDULE, PHYSICAL FACILITIES, STUDENT SALARIES), AND COORDINATING ACTIVITIES (MEETINGS, EVALUATION, STUDENT INVOLVEMENT IN DECISION MAKING, ADVISORY COUNCIL, AND PLANNING). APPENDIXES INCLUDE SCHEDULES, LANGUAGE, READING, AND COMPUTATION CURRICULUMS, DESCRIPTIONS OF INTERACTION SEMINARS, AUDIO-VISUAL AIDS AND MECHANICAL DEVICES, AND BIBLIOGRAPHIES. (AJ)

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1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The State Education Department
Bureau of Continuing Education Curriculum Development
Albany, New York 12224

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Carl Fields, Chairman of the committee, performed invaluable service as active liaison between the committee and the writing team, thus insuring that the spirit and intent of the committee were projected in this report.

The writing team, which prepared this report, based on the initial report of the committee, also worked tirelessly, with the deepest personal dedication.

The following members of the Department staff took an active role in the work of the committee and the writing team: Carl Benenati, Chief, Bureau of Manpower Development; Wilbert G. Vogel, Associate, Bureau of Manpower Development; Mrs. Nida Thomas, Associate Administrator, Division of Intercultural Relations; Mrs. Edna Morgan, Chief, Bureau of Reading Education; Frank Hawthorne, Chief, Bureau of Mathematics Education; Aaron L. Buchman, Associate, Bureau of Mathematics Education; Bernard Law, Assistant, Educational Communications; Richard Hubbard, Associate, Educational Communications.

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Raymond Klein, Manpower Specialist, New York State Department of Labor, has worked with the committee, the writing team and this Bureau, providing excellent inter-Department interest and cooperation. Dr. Klein will continue to work with the Education Department on the implementation of the program.

It is believed that the unusually dedicated work done by all mentioned above will characterize the implementation of the project and distinguish it from other similar projects now in existence.

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I. INTRODUCTION

This is the report of a consultant team of five members who worked during the summer of 1966.

The consultants maintain that it is feasible to think in terms of curriculum materials only when taking into consideration the total climate involved in the learning process. We have therefore addressed ourselves to the whole picture in developing a program for the out-of-school youth who possesses those basic skills which will increase his mobility and direct his energies most effectively toward further education or vocational pursuits.

The philosophic key to the suggested program is a concern for human beings. At times our concern will be with them as specific individuals, as when we want to know why Joe is having so much difficulty in learning to do long division. At other times we will be concerned with them as groups of individuals, as when we inquire into the "why" of Group A's better reading scores as compared to those of Group B. Sometimes we will be concerned with them as general representatives of mankind, as when we try to determine whether children with low verbal intelligence tend to show more or fewer signs of emotional disturbance than children of average or better intellectual ability.

Our further aim is to be able to do something about those who are in difficulty either singly or collectively. We have given thought to special instruction. We have considered how to reach a diagnosis of a youth with a reading disability and then recommend treatment. We have favored a method which will permit a youth to follow the program and to select the type of job for which to aim.

A basic assumption is that sound decisions arise out of relevant knowledge of the individual. We assume that the more we know about a person, the more likely we are to arrive at a sound decision about him or a wise plan of action for him. We further assume that the more relevant and accurate the information we can provide the individual about himself, the more likely he is to arrive at a sound decision on his own problem. We recognize also that there may be limits on the amount and kind of information that can be used in a particular situation. But knowledge is good, and is the basis for effective control of the problems that confront us from day to day.

JOHN FITZSIMMONS
ROBERT MOULD
MRS. FRANCES B. NARDINO
MRS. HELEN SLONIM
JAMES SPIRAKIS

II. PROGRAM GOALS

A. ULTIMATE ACTION GOALS OF THE PROGRAM

1. Placement of participants in vocational experiences suitable to the level of potential.
2. Assisting a student to return to some kind of formal education for continued academic and/or vocational skill development, that will lead to a high school diploma.

B. SPECIFIC GOALS LEADING TO ULTIMATE ACTION GOALS

1. Career Selection

   Assisting the participants in exploring vocational fields, and providing the guidance which will help them to realistically determine their suitability for a given career within the scope of their potential talents.

   Broadening the participant's understanding of the occupational world and of the working conditions.

2. Individuals

   Assisting participants in appraising their self-concepts and raising their aspirations to the level of their potential.

   Development of acceptable work habits.

   Development of each individual's performance in the basic skill areas of computation, reading, and communications, to a level which will allow him to perform satisfactorily in the world of work and as a contributing citizen of our society.

   Promoting a practical understanding of the interdependence of workers and of the importance of personal responsibility and obligations to others.

   Development of appreciation and understanding of the relationship between formal education and job success.

3. Type of Program

Development of curriculum materials suitable for the learning interests and abilities of the type of student being serviced by the program.

Investigation, evaluation, and listing of materials practical for use in this type of program.

Evaluation of the staff in an effort to gain information regarding personality traits, educational background, and general experiences background which is useful in developing and selecting teachers to work with this type of student.

C. MEANS TO BE USED IN REACHING GOALS

Providing a learning experience closely related to realistic world of work experiences.

Providing practical experiences in the world of work through on-the-job training experiences.

Finding, developing, and using specific vocationally oriented curriculum materials that will have realistic value for this type of student.

Utilizing community resources that can contribute to the vocational development of the participants.

Evaluation of students in terms of pinpointing their problem areas, physical and/or intellectual; and working with them, individually or in small groups, with materials geared to their level of understanding and with which they can identify.

Formulating a complete picture of the youngsters through a team approach incorporating all the services of the center in a coordinated effort aimed at helping each individual find his place in society.

Providing a flexible program that will allow participants to explore interest areas and to develop their potential.

Constant on-going evaluation of the adequacy and effectiveness of this type of program for helping drop-outs develop their potential.

Selective hiring and on-going training of a staff capable of working with these youngsters and who eventually will help to select and train other members of the profession to work in this type of program.

III. CENTER POPULATION

A. SELECTION PROCESS

1. The source of referral to the special training component should come from social services, recreational agencies, etc., outside of the school. This will partially eliminate any tendency to "push out" youths who might still respond to formal school approaches.
2. Students selected for this program must be willing to operate within the structured regulations of the program.
3. It is recommended that there be a survey of the student's present skills in order to begin a fuller evaluation and to determine the point at which he should begin his training in this program. This survey will be made for the most part on a verbal basis by a person trained in basic interviewing techniques.
4. It is important that we have some idea of the student's objectives; what he hoped to accomplish by leaving school; what goals he had in mind before dropping out. In this connection it is important not to be concerned with the realism of these objectives, but to allow and encourage students to verbalize about whatever they had in mind.
5. In order to test effectively the approach toward learning in this program, it is important to keep the number of students involved to a workable size. It is recommended that the number of students be no more than 100; this will allow for maximum attention to each student. This is an important factor in the personality of the drop-out when attempting to meet his needs.

B. STUDENT RECRUITMENT PLANS

1. From Immediate Neighborhood (i.e., in center's vicinity)

Contacts

- a. Centers
- b. Social Workers
- c. Youth Board Workers
- d. Religious Leaders
- e. Schools
- f. Word of Mouth
- g. Notices on bulletin boards of centers and religious centers indicating nature, location, and whom to contact if interested.

If recruitment possibilities are not fruitful within the immediate neighborhood, then contact should be made in areas known to have problems of deprivation.

2. Method

- a. Letter to agency, then personal follow-up to carefully explain the program and student characteristics.(See Section 1)
- b. Personal contact with attendance officer in schools.
- c. Personal contact, or possibly a group meeting, with social workers, youth board workers, and those people in a neighborhood who would be in a position to make recommendations.

3. Pre-Interview Screening

Counselors should be responsible for assembling all pertinent information on each candidate:

- a. Grade level at time of withdrawal from school.
- b. Developmental record of student.
- c. Reason for school withdrawal.
- d. Grades, absences, patterns of behavior, citizenship, parental attitude.
- e. Family data such as: broken home, parents' employment, size of family, skilled or unskilled.
- f. Student's activities since withdrawal from school.
- g. Any information about emotional disturbances.

Counselor assembles and prepares information for interviewer prior to candidate's appointment.

4. Interviews

Interviews should be conducted by two administrators.
If time is of the essence, the counselors should also participate.
The suggestion is made that two counselors interview a candidate at one time.

a. Ascertain goals of the candidate. What does he hope to gain from presence in the program?
b. His reason for withdrawal from school.
c. His activities since he withdrew.
d. Judgment is to be made based on criteria already established, as well as on:

    Reasons for withdrawing from school.
    Expression of own inadequacy in terms of coping with school demands and a realistic attitude on gains to be derived from the center.

A perceptive person should be able to "listen with a third ear" and to make qualified judgment on:

Sincerity of responses.
Expression of fairly reasonable goals he hopes to achieve from the program.
Hopefulness, even though discouraged because of his frustrating school experiences.

Psychological referral would be made if there is any question regarding his avowed intent, and/or any suspicion that he is merely articulating the words we want to hear.

5. Decisions

Interviewers should list names of those candidates who will be part of the student population.

Doubtful names should be placed on an alternate list if there is indication of need for additional screening.

If possible, more than the required number to fulfill 100 student population quota should be obtained. The additional names should be held on a stand-by basis to fill in for possible withdrawals.

Unfortunately, we do not have the ultimate criteria for selecting the most effective teacher; additional research is necessary. The following suggestions are offered as guidelines, however, for the selection of teachers for this project:

1. The administrators will share the responsibility for hiring teachers.
2. The California F Scale and the Guilford Personality Inventory (The Guilford-Zimmerman Temperament Survey) should be applied to all potential candidates. The California F Scale purports to measure the authoritarian tendencies in candidates. Strong authoritarian tendencies in a candidate would eliminate him from selection. The personality traits measured in the personality inventory are similar to those characteristics we have already outlined.
3. Each teacher at the time of the interview should be requested to make up a lesson plan appropriate to the setting. It should then be evaluated for content, innovation, and skill in preparation.
4. Background, training, and experience are evaluated, of course.

If, after personal interviews with the candidates, the administrators agree on the candidate's qualifications, then the candidate will be hired. If they disagree, further refinement in screening will be done.

SUGGESTED LETTER TO AGENCIES

Dear Sir:

Attached you will find an outline of a new program for which we seek your cooperation.

Based on the criteria for admission to the project, you will be asked to submit a list of names of boys who will be eligible for and who will derive benefit from the program.

We would appreciate it if you will cull your present student population and list any who you feel would benefit from the program offered at the center.

A progress report will be sent to you on each student who has been recommended by your agency. In addition, immediate contact will be made with you should any one of your referred youth leave this program.

A member of the center's staff will contact you by__________ and will arrange an appointment to discuss further the center's activities and to clarify any points you may be interested in discussing.

Thank you for giving this request your attention.

Very truly yours,

Administrator

DESCRIPTION OF CENTER AND ITS PROGRAM

TO BE SENT TO AGENCIES

Title

Program in Continuing Education for Out-of-School Boys, ages 16 to 21.

Purpose

1. To develop basic skills of youth, 16-21, who have dropped out of school.
2. To give information and to prepare youth for the demands of the world of work.
3. To make personal contact with industry with the aim of obtaining part-time and/or full-time employment for the students.

Ultimate Aim

1. To encourage these boys to return to school.
2. To provide them with marketable skills.

CRITERIA FOR ADMISSION

The boy who:

1. Has had a record of below-normal performance, as compared to national norms, in the basic skills area.
2. Has left school before completing a prescribed course of study.
3. Had a poor attendance record when he was a student in the public schools.
4. Needs information about the world of work.
5. Had academic difficulties in school.
6. Is from a culturally, educationally, or economically deprived family.
7. Has no severe emotional disturbances.
8. Has withdrawn from school at least 60 days prior to his application to the program.

NATURE OF THE PROGRAM

A three-faceted program concerned with:

1. Improvement in areas of reading, computational skills, communication skills.
2. Exploration of vocational preference areas.
3. Information on needs of industry as related to these preferences.
4. Placement to be made by means of a job developer's personal contact with industry in terms of the students' interest areas.

YOUR ROLE

Based on the criteria for admission to the project:

1. You will be asked to submit a list of names of boys who will be eligible for and who will benefit from this experience.
2. A progress report will be sent to you for each student you recommend.
3. Immediate contact will be made with you should any one of your candidates accepted to the program leave before completing the prescribed course.

C. CHARACTERISTICS

The boy who will take part in this program:

1. Has a record of below noraml performance, as compared to the national norms, in the basic skills of reading and arithmetic.
2. Has left school before completing a prescribed course of study.
3. Had a poor attendance record when he was enrolled in a public school, as determined by Bureau of Attendance Records.
4. Needs information about the world of work and his place in it.
5. Had academic difficulties throughout his school experience.
6. Is from a culturally, educationally, or economically deprived family.
7. Is in an age group of 16-21 years old.
8. Has no severe emotional disturbances that would interfere with the learning processes and/or the entire program. (Should the interviewer, in screening for the program, identify any youth with psychological problems beyond the scope of this project, referral will be made to appropriate agencies. After treatment, such a student would receive priority standing in future enrollment.)
9. Has withdrawn from school 60 days prior to his application to the program.

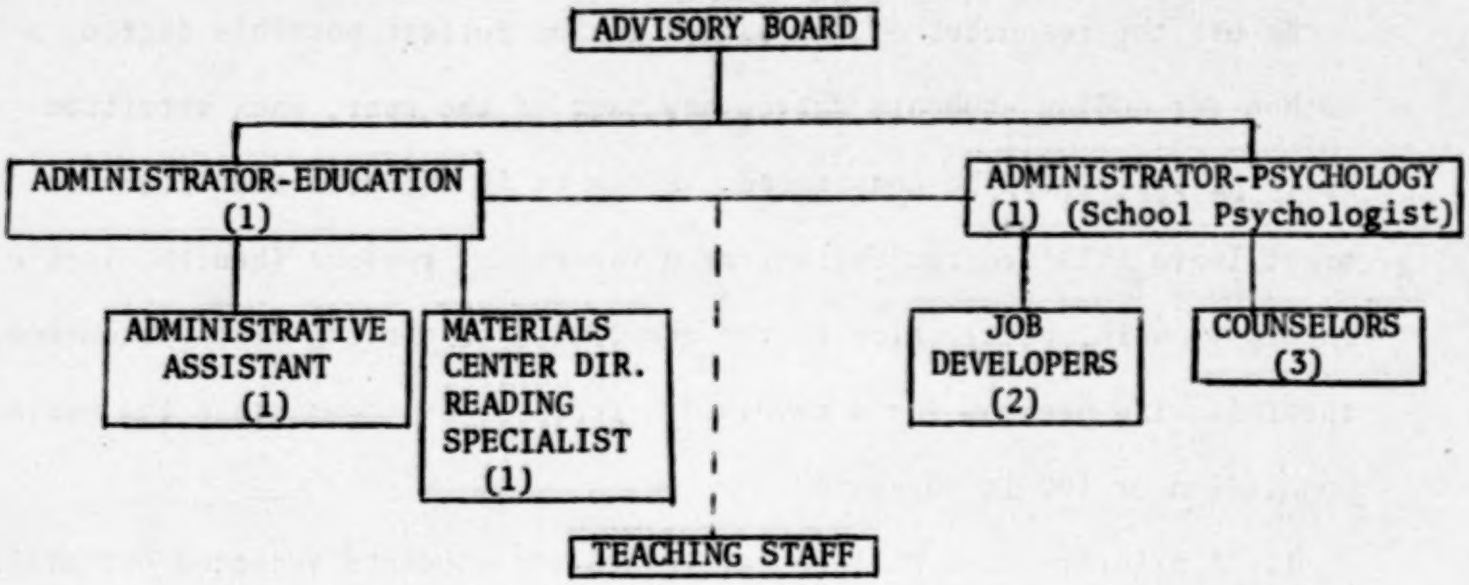
D. MAINTAINING MAXIMUM POPULATION

To use the resources of the center to the fullest possible degree, a method for adding students during any part of the year, when attrition takes place, should be considered. Since it is expected that students might leave this program for any of a variety of reasons (health, lack of interest, work, etc.) prior to the completion of the ten-months sequence, the following program for a revolving student body to maintain the maximum population of 100 is suggested:

1. A priority list will be maintained for students rejected but still eligible for the program. This list will be the base from which to start adding students when vacancies arise.
2. When 20 to 25 vacancies exist, the first students on the priority list will be contacted, interviewed, and then invited to join the program.
3. The entire program will start from the beginning phase for these new entrants.
    a. Interaction seminars. The new students will form one group for the interaction seminar period.
    b. Basic skills seminars. The new students will work as a separate group for a limited period of time to allow for diagnosis in the basic skill areas. Following this period they will be assimilated into the various phases of the basic skills program in accordance with their level of competence in each skill area.
4. Evaluation of the functioning of the first year of the program will be based upon the results of the original 100 enrolled participants.
5. At the conclusion of the first ten-months period, a determination as to the best method of absorbing these new entrants into a full program will have to be made by the administration of the center.

IV. ORGANIZATIONAL STRUCTURE

A. CHAIN OF AUTHORITY


ADVISORY BOARD
ADMINISTRATOR-EDUCATION (1)
ADMINISTRATOR-PSYCHOLOGY (1) (School Psychologist)
ADMINISTRATIVE ASSISTANT (1)
MATERIALS CENTER DIR. READING SPECIALIST (1)
JOB DEVELOPERS (2)
COUNSELORS (3)
TEACHING STAFF

B. ROLE OF ADVISORY BOARD

In order to provide additional leadership and an objective evaluative group for the program, it is the committee's feeling that an Advisory Board should be established. This board would be composed of members of various interested agencies and civic groups, and professional educators. It would hold open monthly meetings to assist in the on-going evaluation of the program and share in the responsibility for its successful functioning.

1. Specific Duties of Advisors:

   Review of:

   a. Financial expenditures.

   b. Program changes and innovations.

   c. Staff hiring.

   Hiring of center administrators.

   Assist in evaluating the program.

   Provide added resource potential for the center.

2. Advisory Board will consist of:

   Representative of State Education Department.

Representative of State Labor Department.

Dr. Carl Fields, Chairman of Department committee

Representatives of the community groups served by the program.

Representative of the community housing the center.

Center Administrator for Education.

Center Administrator for Psychological Services.

Non-voting resource person (administrative assistant).

A parent of one of the students in the program (volunteer).

Representative of the Congressional District in which the program is operated.

C. STAFF RESPONSIBILITIES

If this program is to function effectively, it is necessary for the entire staff to understand and be able to work within the framework of a team approach. Each department of the center will have its individual responsibilities as outlined, but each will be dependent upon and responsible to others for the information necessary to meet the total responsibilities covered by the program.

The key to the successful functioning of the program will be a well-organized system of inter-staff communications. While we can delineate the general responsibilities of the various departments of the center, the specific structure of the aforementioned communications is left to the leadership capabilities of the center's administrators, and will be developed within the framework of the authority structure.

1. Administrative

a. Administrator-Psychologist	b. Administrator-Education
1) Hiring of staff: responsible for evaluating personality traits of a candidate in relation to the qualities described in the teacher model.	1) Hiring of staff: responsible for evaluating educational background and experience of the candidate in relation to staff needs and teacher model.
2) Mental health consultant for the entire staff and student body.	2) Educational consultant for entire staff and student body.
3) Evaluation:	3) Evaluation:
(a) Follow-up studies of the program participants.	(a) Staff evaluation-teaching techniques, etc.
(b) Individual psychological testing of students when necessary.	(b) Over-all educational supervision.
4) Coordinator, meetings and orientation programs.	4) Coordinator, meetings and orientation program.
(a) Cooperative planning with co-administrator.	(a) Cooperative planning with co-administrator.
(b) Planning and active leadership of interaction groups with active participation as leader of one team.	(b) Planning and active leadership of daily organization sessions.
5) Administrator of the testing program and disseminator of information to the staff.	5) Direct responsibility for the duties and supervising the performance of the administrative assistant.
6) Supervision of student selection.	6) Supervision of student selection.

C. Administrative Assistant

1) Responsible for the ordering and the inventory of materials, equipment, and supplies for the center.

2) Financial officer for the entire program, students, and staff members.

3) Supervisor of secretary responsible for attendance and finance records of student body.

2. Teaching Staff

   a. Prime responsibilities:
      (1) Teaching basic skills seminars.
      (2) Leadership of interaction seminars.
   b. Development of curriculum materials that will enhance the program.
   c. Direct attention of counselors to student problems.

3. Counselors

   a. Establish a relationship with the youngster which will provide the climate for educational and vocational information.

   b. Aid staff members in the development of curriculum and related materials.

   c. Work cooperatively with job developers in assigning students to vocational opportunities and developing interest areas.

   d. Participate as leaders of three teams in the interaction seminars.

   e. Meet with each student at least once every two weeks to assist with adjustment to program, (or more often if indicated), act as sounding board for problems, and aid in further development of vocational interests and future potential.

   f. Once the student is placed on a job, the counselor will be the connecting link between the employer and the center; included are visits with the employer to discuss and evaluate youngsters participating in the world of work.

   g. To be responsible for all phases of student selection, record keeping and evaluation, interviewing, recommendations for acceptance, testing, etc.

   h. If a student leaves the program, it is the counselor's responsibility to take steps to persuade him to return; or, if these steps fail, the counselor will notify the sending agency of the boy's withdrawal from the center.

4. Materials Center Director-Remedial Reading Specialist

   a. Coordinates and evaluates the entire reading program for the center.

   b. Recommends teaching methods and materials, and keeps all staff members posted on new and valuable materials and research from the many publishing houses, universities, etc.

c. Organizes and supervises the library-materials center, and recommends material for purchase.

d. Directs the development of new materials as the program evolves needs not fully met by other sources and publications.

5. Job Developers

a. Make the original contacts with employers in industry who offer vocational opportunities;will be guest speakers on the job;will make arrangements for and conduct field trips.

b. Research and disseminate information to students regarding their vocational choices.

c. Introduce youngsters to prospective employers and notify the counselor when placement is made.

d. Assist in instruction of youth in necessary appearance, manner of speech, etc., when applying for a position.

6. Additional Center Staff

a. Custodial Service: size will be dependent on physical plants to be selected for the program. Employing program participants as aides under the direction of one custodian is a possibility for added income and experience for students.

b. Secretarial staff:
Administrator-Education - 1 personal sec.
Administrator-Psychology - 1 personal sec.
Administrative Assistant - 1 personal sec. 1 finance-attendance sec.
Counselor - 1 sec.for 3 counselors.
Teachers - 1 sec. for all teachers and Materials Center Director.

V. THE TEACHER

The teacher for this program must know the intrinsic values of our culture. He must reflect what society stands for. As a translator of these values, he must also be an accurate reflector of the values.

The teacher must help bridge the gap between our school dropout and the societal standards which are part of our tradition and heritage. Values of pride through workmanship, fairness, and decency are all part of this heritage. No relativism should be injected to reduce these very basic, constant values.

As a translator of values and skills, we feel that a teacher who is in tune with the mores, sub-cultural pressures, and neighborhood undercurrents will be able to appreciate the life style of our students. He will not judge their outward manifestations as inherent qualities, with no possibility of movement to the goals of self-reliance and self-sufficiency which this project envisions for them.

To achieve this end, we feel that a teaching faculty which has a diverse cultural background will make for depth and richness and contribute to the entire staff's on-going learning experiences.

We know that not all teachers can teach this student, for each individual hears a different beat. Therefore, in evaluating the kind of translator or teacher needed for this program it should be kept in mind that it is unlikely all teachers to be employed will fit this model completely. We submit that the following characteristics make for the most effective and efficient teacher.

A. WHAT HE IS LIKE

Empathetic An empathetic person is able to feel how someone else feels. He makes no value judgment; he is "sympathique" toward other people. To be truly empathetic, however, he must be in tune with himself.

Accepting He takes the student from where he is and tries to help; this implies not looking upon the student in a demeaning way. His attitude carries with it both a respect for and an acceptance of the pupil and his environment.

Outgoing He is willing to reach out to the pupil. He is aware of the fact that he must often initiate this contact.

Sanguine He will be hopeful and have faith in the outcome of the program, as well as in the likelihood levels of achievement may be raised and potential talents discovered and developed.

Knowledgeable

He should know the reasons for, as well as the theory behind, the recommended practice of his instructional activities. He should be able to choose the kind of content material and method which will be most effective in attaining the goals set for the students. He should be cognizant of the entire gamut of instructional practices and interests in adding to his store of knowledge. He must be resourceful enough to know when to use a particular technique or piece of material. He should know his student so that he will be able to relate and fit the educational experiences he is teaching to the perceptions of the student.

B. HIS SKILLS

Flexibility

His knowledge of human relations will enable him to "sense the mood and play the role." His belief in adherence to certain standards does not preclude his genuine understanding of others and their rationale. He needs to be resourceful enough to change his pace and methods when the situation indicates the need for such flexibility.

Consistency

Certain guiding principles will be established by the staff and students, and the teacher will operate within the framework of these principles. These standards should be consistently followed for each student; although the means for achieving them may differ from student to student.

Self-Confidence

He will have confidence in his ability, in his resourcefulness, in the student, and in the program -- so much so that he will be able to help each student find his own worth and dignity.

Optimistic

He will have the qualities of buoyancy and resiliency, and he will be as realistic as he is idealistic.

Bilingual

It may be necessary for some teachers to be bilingual in background in order to ensure the effective functioning of all students.

C. HIS BACKGROUND

Community Service

Church-related work, Y's, hospitals, experience on a human relations level with the community agencies which serve youth.

Occupational Experiences

Experiences in other vocational areas, as well as in education, are desirable.

Teaching Experience

A person with a pupil-oriented background would be more desirable than a person with a content-oriented background. Only an understanding and accepting teacher can help. This teacher will be able to accept the resulting dependency without becoming frightened. The need, then, is for a teacher who will not be afraid to "feed" and to give--and to give in a manner that will not be destructive to the student.

Counseling Experience

This will provide him some of the insights and techniques he will need to better understand and function with the student, helping him attain his own goals.

Personal Background

Most of the teacher's understanding will have been attained on a theoretical level, but there is also a place and need for him to have had firsthand experience in working with these students. This could come as a result of his having the same general experience as the students he is teaching, or as part of his preparation for the profession.

VI. MATERIALS CENTER

Some preliminary research into experimental materials reveals that very little has been done in developing materials geared to different learning levels in vocational preparation. It will therefore be necessary to develop such materials within the context of this program.

The program, in both content areas and physical design, includes as an integral part of its basic concept the availability of a rich and varied assortment of instructional material and communication media.

Listings of printed matter, and audio-visual material, tapes, teaching machines, devices and reading equipment which can be obtained from publishing houses and educational laboratories will be suggested later on in this report, for use in the program in reading, computational areas, and communication skills.

An important part of the work of the administrator, psychologist, counseling staff, and teaching staff will be to produce its own new and field-tested materials, which grow from the needs and experiences of the first 100 students.

The materials should involve situations that allow students to make decisions within the framework of their experiences, interests, and abilities.

It will be important for the student to make his own connections, and begin to learn how to develop his own methods for dealing with difficult situations. This approach also enables the student who is slow in reading to register any advanced concepts he may have developed in dealing with real-life experiences. It mutes the negative side, while it allows for expression of factors which increase the person's confidence in himself.

Evaluation should be applied that will give the student confidence in what he knows, rather than creating uncertainty around what he doesn't know. It is recommended that verbal rather than written tests be given. After the 6-weeks period, specific vocational inventories which will indicate areas of interest and strengths should be administered. These tests should be on an audiovisual level in order to be most accurate in understanding.

VII. JOB DEVELOPERS

A closely articulated program of job development that can be used concurrently with the training program is recommended. The job developer is absolutely essential to the program. The position of developer can be, in its own way, a part of the training program. There are basic techniques which can easily be mastered, involving verbal skills, behavior, observation, etc., for which selected students can be trained.

VIII. COUNSELING AND GUIDANCE

This is a basic part of the training program, envisioned as being carried out on three levels:

1. The professionally trained counselor will be called upon to handle the difficult problems of student adjustment to the program.
2. The student achiever. The functioning student who can be useful in finding out what student problems are, and in handling less complex situations with supervision by the professional.
3. The teacher, within the framework of the classroom, can utilize his skills to identify students who may need other kinds of service, or additional service, or who will be able to accept advanced responsibility in academic and/or vocational areas.

IX. STAFF TRAINING

It is recommended that the teachers be involved in a 4-weeks training program prior to the opening of the students' program. Since teachers in this center are expected to be creative and inventive in dealing with learning situations, it is recommended that no rigid structured teaching techniques be included in the orientation. Continuing training of the staff will be vital in developing this program. An in-service program for the staff will be carried on during the entire school year. The topics for this program will be selected by the staff and organized by the administrator-educator.

A. FOUR-WEEKS ORIENTATION PROGRAM FOR THE STAFF

1st week - Orientation to the Center (Administrator-Education)

Topics:

- Why do we have this center?
- Who are the youngsters participating in this center?
- What facilities are available in the center? Outside the center?
- What is the authority structure of the center?
- What are the roles of the various staff members, and how do the roles correlate with the duties of other members of the staff?
- How does the basic program of the center function?
  - Large group meetings.
  - Interaction seminars.
  - Basic skills seminars.
  - Afternoon program.
  - Coordination meetings.
- What are the operating procedures, rules and regulations?
- What specific areas do staff members want dealt with during the in-service program which is built into the schedule? (Decision to be made at the conclusion of the orientation program, so the necessary organizational work can be done).

2nd and 3rd week - The Participants (Administrator-Psychologist)

Topics:

- Cultural background of participants (suggest a sociologist be called in from one of the services already working with this type of youngster):
  - What is their home environment like? (economic, social).
  - What are the attitudes of these youngsters toward school, society, and responsibility?
  - How have they developed? How can we improve them?

First-hand experiences in the cultural background of the the students through field trips by the staff that will allow them to view and discuss reality as lived by the boys.

Meetings with religious leaders, local organization leaders, public school staff members serving the students.

Visits to local shopping centers, working areas, recreation and living areas.

Reading list on cultural background to be supplied.

Learning process of the participants:

What types of experiences, interaction and inter-personal relationships have helped this youngster to develop his negative self-image? How can the staff improve this self-image?

How does this student relate to the teacher?

What techniques can be used, and have been successful in dealing with this type of student?

Visit to the New York City instructional materials center dealing with materials available for this type of youngster.

Reading list on the learning process for these students to be supplied.

Staff Orientation Program-P.M. Sessions

During the entire four weeks of the orientation program, the afternoon sessions will be used by all members to become acquainted with the materials available to them. A suggested list of these materials has been compiled and is attached to this report.

Fourth Week Vocational Opportunities

It is suggested that a variety of guest speakers from various career fields be scheduled to discuss various career fields and opportunities available to the students. These could be conducted in a lecture-discussion type of workshop. Since the background of the staff is not known at this time, it is suggested that the choice of fields be left to their discretion once the group is formed. The emphasis for these workshops should be on how the staff can best help these students enter the specific work fields.

Sample topics other than career fields might be:

What Are Companies Doing About Employing Negro Workers? Source: National Industrial Conference Board, 845 Third Ave., New York City.

Information on Occupations Needing Apprenticeships, Industries and Unions that have Training Programs. Source: New York State Labor Department, Apprenticeship Council, 80 Centre Street, New York City.

New York City Labor Market and Prospects for the Future. Source: same as above.

B. OVERVIEW OF STAFF APPROACH TO STUDENTS

We know that adhering to certain principles will help the project accomplish its goals. The first is diagnostic thinking. By this is meant that we do not take a student's surface behavior or thinking as an end in itself, but as a reflection of other covert thought or failings. The second is tolerance to allow decision-making experiences on the part of the students. Inherent in this process is the freedom to make a decision and to accept the responsibility for it after considering all available information.

In applying our two principles to a situation that may arise with our students, let us take as an example:
The problem of evaluating a student's promotion to another salary level in the program. Suppose that John has been continuously late in starting the A.M. schedule of the program. The question arises about his financial allowance. Is he to receive an increase or remain at the same place on the scale? It would be a simple matter to accept what the student is doing and point out to him that a raise will not be approved, because of his lateness. A cause-and-effect relationship is certainly there for the student to understand. Left as it is, however, other important feelings or thoughts would be missed. The question which could be fruitfully

asked is: why is John setting this situation up? Does he feel his skills are adequate? Is he getting along with other students? Is he having a difficult time at home? Is there a teacher-student clash?

The questions could go on and on. The important point, however, is that we look beyond John's manifest behavior and expand on other causes. No one is advocating psychotherapy; but the more information John can give, and the more information given to him, the more effective will be his future decisions. The final responsibility for making a decision rests with John after he has been given all of the pertinent information the staff can give him.

Ultimately the project must act on the standards it advocates, so that if John continues to come in late, we must point out to John that he is causing the project authorities to curtail his financial increase. This is not seen as a one interview matter, but a continuous and on-going process involving all members of the staff.

X. PROGRAM

It is recommended that the program be concerned with three areas of activities. A student's progress will determine the length of time of his involvement in each phase.

The three projected phases of the program are: orientation to the world of work, improvement of basic skills, and exploration and placement in vocational preference.

The proposed program for accomplishing these activities is as follows:

To help insure that the student gains from his learning experiences we should screen for possible physical limitations to success. It is suggested that:

A. A visual-motor examination be administered to check perceptual ability.

B. A hearing examination be given to determine possible auditory difficulties.

These can be accomplished during the initial orientation period in reading. After the evaluation and pinpointing of any deficiences, the remediation can become a part of the regular on-going program for the student involved. For example, perceptual motor exercises could be incorporated into the reading program. The Frostig program for the development of visual perception is an example.

A. SCHEDULE

Program Format The day will be divided into basic skills seminars: communication, computation, reading, vocational experiences, and areas of exploration.

<table>
<tr><th>Time (Flexible)</th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>8:45-9:00 a.m.</td><td colspan="5">Daily organization session (entire student body). Daily planning, announcements, central speakers dealing with life and work orientation and vocational opportunities, students and advisory council. (See Section I.)</td></tr>
<tr><td>9:05-9:45 a.m.</td><td colspan="5">Interaction Seminars. Four groups (approximately 25 students per group) will function daily, and each group will be led by a team of three staff members. Each group will deal with a different topic related to life and work orientation and vocational opportunities. (See Section I.)</td></tr>
<tr><td>9:45-9:55 a.m.</td><td>Break</td><td>Break</td><td>Break</td><td>Break</td><td>Break</td></tr>
<tr><td>10:00-11:00 a.m.</td><td>Reading
50 students
5 teachers</td><td>Reading
50 students
5 teachers</td><td>Reading
50 students
5 teachers</td><td>Reading
50 students
5 teachers</td><td>Reading
50 students
5 teachers</td></tr>
<tr><td></td><td>Computation
50 students
3 teachers
(See Section II.)</td><td>Computation
50 students
3 teachers</td><td>Computation
50 students
3 teachers</td><td>Computation
50 students
3 teachers</td><td>Computation
50 students
3 teachers</td></tr>
<tr><td>11:00-11:10 a.m.</td><td>Break</td><td>Break</td><td>Break</td><td>Break</td><td>Break</td></tr>
<tr><td>11:15-12:15 p.m.</td><td colspan="5">Same as 10:00-11:00 period; only students who were in reading at that time now move to computation and communications; students who were in computation and communications move to reading.</td></tr>
<tr><td>12:15-1:15 p.m.</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td></tr>
<tr><td>1:15-2:00 p.m.</td><td colspan="5">Elective courses. To be designated in accordance with expressed student choices and needs as the program progresses.
Materials Center usage. Recreational and vocational reading under the general supervision of reading specialists.
Field trips. Vocational and/or cultural, as selected by the combined efforts of the Participants Advisory Council and the center staff.
Vocational training. Students involved in on-the-job training programs will be released at 1:15 P.M. to take part in these activities.</td></tr>
<tr><td>2:10-3:40 p.m.</td><td colspan="5">Coordination meetings. Daily meetings of the entire staff, dealing in three major areas of: planning, inservice training, and evaluation (Further explanation in Section I, entitled Coordination Meetings).</td></tr>
</table>

General Considerations:	1. Individual counseling would take place during the entire day, with students leaving classes in session to keep appointments with counselors. It is expected that each student would see his counselor at least once every two weeks. 2. Outside school homework will not be assigned.

B. PHYSICAL FACILITIES

The consultants were agreed that a creative program of training cannot be confined to any one traditional building for both academic and vocational training. It is recommended that facilities be made available for students in such a way as to utilize a training-complex concept. It is important that this training accentuate the difference between the former educational experience of the drop-out and his present situation. It reflects an acceptance of himself as a "more mature person." The center can serve as a quasi-institution of higher learning that can have an impact on all that is accomplished therein.

C. FINANCIAL REMUNERATION

If we are to be consistent in our efforts to create a school setting that is realistically related to the world of work, then we must consider a structure for the financial remuneration of participants in the program as it exists in the work market. This phase of the program is designed so that the participants will be "salaried" through a system which reflects the practices existing in most places of employment.

The following is the suggested salary structure for the students participating in this program:

1. Salary Schedule - The salary schedule will be divided into two specific levels:

   Group A--Youngsters who are unemployed at the time they enter the program.

   Group B--Youngsters who have been employed with the same company for one month prior to their initial interview and who continue their employment until the start of the program.

   a. Group A-Previously unemployed boys:
      The starting salary would be $10.00 per week for the four-weeks orientation program. At the end of this period, the student will be evaluated in terms of the advancement criteria. If, in the judgment of the evaluators, he has met the criteria, he is eligible for a salary increment.

b. The second phase of the salary schedule will entitle the youngster to receive a $10.00 per week raise over his starting salary. Once again, the judgment of the evaluators will be the deciding factor.

c. The final step of the salary schedule brings the participants to a salary of $37.50 per week until the student terminates his association with the program or is employed during the afternoon and/or evening. While attending the morning session and working in the afternoon and/or in the evening, his salary will be paid by the employer. If his salary is less than the $37.50 which the center has established, it will reimburse him for the difference between his salary and the $37.50.

d. Group B-Previously employed boys: The starting salary for these boys will be the same as the salary they received in the position they had held before entering the program, unless it is less than $10.00. If so, the student will be paid a minimum of $10.00.

e. The second phase of the salary schedule for this group will entitle the student to a $10.00 raise if he meets the advancement criteria as determined by the evaluators. At the end of two months, he will be eligible for another raise to the final salary step.

f. Phase three of the salary schedule would entitle the boy to receive the maximum $37.50 per week offered to Group A students, or the salary he received in the position he left to join the program, whichever is higher.

2. Termination of Salary

Termination of payments of all salaries will occur if the student leaves the morning portion of the program or completes the entire ten-months "working-school" year.

3. Advancement Criteria

Advancement will be determined by the evaluation committee, which shall consist of all members of the staff who have worked with the student.

a. Attendance - Each student will be permitted five sick days a semester. If he is absent beyond this number, he will not be paid for the specific days of his absence, unless he presents a doctor's note, or a note from an authority working with him that explains the absence.

b. Punctuality - This factor will be considered in determining the student's advancement to the next step of the salary schedule, as it would in the merit promotion of any salaried employee.

c. Cooperation - In order to advance to the next step of the salary schedule, a student must have exhibited an acceptable degree of cooperation as judged by the evaluating committee.

4. Continued Absence

Continued absence, tardiness, or lack of cooperation could result in the termination of the youth's participation in the program. This would be left to the judgment of the evaluating committee.

Since adolescents, especially those from more deprived backgrounds, like to feel that they can "pay their own way", or take responsibility for their own welfare, it is recommended that the students assume the financial responsibility connected with extra-curricular activities. A dance, a party, an outing - all are a normal part of adolescent life. To many, this will be the first time they have had this experience or opportunity. Carefully directed, it should lead to an understanding of other factors involving group participation (a positive social attribute), in conjunction with the other skills they will have acquired in the center.

5. Student Membership Card

In order to give the participating students a sense of belonging, and at the same time provide them with a means of identification with the program, each student will be supplied with a membership card indicating his enrollment. The design of the card should be developed by the staff and student body at a later date.

Students in good standing should be encouraged to keep their identification cards, which would enable them to use the services of the center (counseling, materials center, etc.) after graduation.

XI. COORDINATING ACTIVITIES

A. COORDINATION MEETINGS

There will be daily meetings of the entire staff, planned and organized by the educational administrator. The three-pronged purpose of this phase of the program will be: planning, evaluation, and in-service training for the staff.

In accordance with the flexible nature of this program, the specific organization of these meetings (timetable, topics, arrangement of programs, etc.) is left for the educational administrator to develop as the needs arise. In general, however, the following guidelines should be followed for the three general areas mentioned above:

1. Planning. The flexible nature of this program will necessitate constant cooperative planning by all members of the staff. This time will allow for the correlation of the various phases of the program. While the interaction seminars are aimed at the specific vocational areas, the computation and communication seminars will be using materials related to the same vocational areas, so that there will be a more complete integration of knowledge whenever possible.
2. In-Service Training. The in-service phase of the coordination meetings should include the development of teaching materials for the center, sharing of successful teaching practices, and broadening the background of the staff on the sociological and psychological factors related to the type of student participating in the program.
3. Evaluation. The on-going evaluation of the curriculum, students, and material is the most important function of the staff. If we are to look at this program as a pilot project, the

curriculum and materials should be evaluated as they are used and changed; additions and deletions should be decided upon while the experiences are fresh in the minds of the staff.

The over-all evaluation of student progress must be seen, not as the formal "report card" in regular school program, but rather as a broad picture of the student's interest, participation, and attitudinal improvement. This evaluation would be the basis for a student's moving from one level of financial remmeration to another. A suggested means of conducting this evaluation would be through biweekly meetings of the youngster's counselor and the staff members working with the youngster.

This type of evaluation would also highlight needs to be explored further during individual counseling sessions, and would provide insight into the relationships between students and staff and be useful in working with reluctant participants.

B. PROGRAM EVALUATION

The ultimate goals of this project are:

1. Placement of the participant in a vocational experience sutiable to the level of potential.
2. Assisting a student to return to some type of formal education, for continued academic and/or vocational skills development, that will lead to a high school diploma.

An implied assumption is that improvement in basic skills areas will be the underlying cause for fostering further education and employment. In order to evaluate whether or not the project has accomplished these goals, follow-up studies will be conducted, wherein employers and students will be contacted and asked questions pertaining to performance on the job, change of jobs, and further education.

The follow-up studies should be conducted at the six-months and one-year intervals after the student has left the project; these should be under the aegis of the psychologist administrator.

Furthermore, the holding power of the project is a positive index of meeting its students' needs, and should be included as a criterion for evaluating the project.

The holding power will be seen in the number of students who do not drop out vs. the number of students who do. We will define the drop-out as one who does not want to attend the project after he has enrolled, because he feels the project is not meeting his needs. Short-timers - those who enroll and then find work or go on to other educational offerings - are not classified as drop-outs.

C. STUDENT INVOLVEMENT IN DECISION MAKING

The success of this project will obviously depend on many factors, one of the most important being student involvement, not only in the actual program, but in the organization and regulations of the program.

If we are to help these youngsters to understand the reasoning behind our social codes and their effect on them as individuals, then we must involve them in the thinking process necessary in making decisions like the ones from which the code developed.

This can best be done by having student representatives participate with the staff in the structuring of certain phases of the program. This will be accomplished in two stages:

1. The organization of a Participants Advisory Council.
2. The initial part of the orientation program.

D. PARTICIPANTS ADVISORY COUNCIL

In order to organize this council within the framework of a realistic world of work situation, it is suggested that the participants (workers) have representatives to discuss and negotiate with the management (administration) in matters concerning the organization and functioning of the center. Some broad areas of student involvement might be:

1. Selection of vocational areas to be discussed in interaction seminar meetings.
2. Topics pertinent to situations which arise during the daily functioning of the program, i.e., school regulations, grievance situations, suggestions to be incorporated in the program.
3. Suggestions for a field trip of interest to students.

The council would consist of one representative for every ten participants. The representative would change monthly for each group of ten, so that everyone would eventually be involved in the decision-making process.

The representatives could meet with their ten constituents during the first part of the interaction seminar, one day each week, to discuss matters to be brought to the attention of the administration. Immediately following this meeting, the representatives would meet with the administration and representatives of the staff to discuss the results of their group meetings, while the remainder of the participants continued with their scheduled program for that day. (See Appendix, Section I.)

It will be important for the administration to structure these meetings and this phase of the program so that the participants will see realistic results from their role as representatives, and at the same time be faced with the reality of decision-making that is valid for an entire group and not for just one individual or a very small group of individuals.

E. STUDENT INVOLVEMENT IN PLANNING

As stated in the plan for the orientation program, the interaction seminars for the first few days will be devoted to an introduction of the staff, plant, and program. (See Appendix, Section I.)

Following this, the entire student body will be involved in formulating the rules and regulations under which the center will function. These will be open to constant revision and improvement with the agreement of the Participants Advisory Council, administration, and staff. Four basic topics for consideration at this time would be:

1. Punctuality requirement and penalties for not meeting the standard.
2. Attendance requirements and penalties for not meeting the standard.
3. Structure of Participants Advisory Council.
4. Progress reporting system.
    a. When would students find a progress report worthwhile?
    b. What form should this report take?

The interaction meetings to discuss the above mentioned topics could be organized in the following manner:

8:45-9:00 a.m. Large group session. Entire student body meets and is informed of the topics to be discussed in the interaction groups. Students are then given a choice as to the group they wish to attend.

9:05-9:45 a.m. Four interaction groups, each aiming at one of the four topics mentioned above, with two staff members acting as group leaders and two students selected as auditors. The group would discuss the topic and arrive at some decisions and conclusions.

The following day, the same sequence would occur, except that a student would attend a different interaction group to add his thoughts to the contributions made on the previous day by other students. The student auditors would always attend the same meeting to assure a continuity of student viewpoints from day to day.

This procedure would continue for four days until all participants had had an opportunity to voice their opinions on each topic. On Thursday afternoon the student auditors would meet with the staff to formally design the policy for each of the four topics, so they could be presented to the entire student body on Friday morning and be put into effect the following Monday morning.

APPENDIX

SECTION I

INTERACTION SEMINARS

The purposes of this portion of the daily program are:

1. Exploration of vocational fields.
2. Broadening participant's understanding of conditions and his role in the world of work.
3. Providing an opportunity for the boys to use communication skills.
4. Providing a practical experience in cooperation with other students and an appreciation for the thoughts of their fellow students.

Because of the learning abilities of the participants, the general topic presentation should be kept as short as possible. Make extensive use of audio-visual techniques and present material that will provide interesting discussion topics for the small group meetings.

When topics with which one or more of the participants have had personal experience are being considered, then the students can be given the opportunity to present the general topic.

Following the presentation of the general topic, the participants will divide into three small groups to discuss topics related to the ideas presented and to react to them in accordance with their personal experiences and thoughts.

1. DAILY ORGANIZATION SESSION

The daily organization session will be the initial activity for each participant. The planning and responsibility for this part of the program will belong to the administrator-education.

During this time, general announcements will be made and information concerning topics to be discussed in the various interaction groups will be presented.

This time will also be used for guest speakers and films that relate to areas being discussed and explored in the interaction groups. Since all time allotments for the program are flexible, the length of these sessions will vary according to need. For instance, if a guest speaker or film is scheduled and additional time is required, the general topics for the interaction groups can be postponed; and the small group meetings could be devoted to the topic in the film, or that of the guest speaker, for further depth of information and individual reaction.

2. SUGGESTED INITIAL DAY SCHEDULE AND PLAN

General Topic

All explanations of the program presented on the first day should be aimed at "What is this center all about and how will it help the student to help himself find a place in the world of work?"

Flexible Time Schedule

8:45 - 9:15 a.m. Large Group Meeting. The functioning of the center. (This program should make extensive use of audio-visual materials)

1. Explanation of the goals in such a way as to emphasize the relationship of the program to the world of work and the value for each individual.
2. Broad outline of the program and purposes of each time period.
   - a. Flexibility of time schedule.
   - b. Daily opening organizational meeting.
   - c. Interaction seminars.
   - d. Basic skills development.
   - e. Afternoon session.
3. Explanation of the services provided by the various members of the staff, and introduction of staff.
4. Tour of the center facilities.

9:25 - 10:40 a.m. Interaction Group Seminars. Participants divided into groups of 25 for an explanation of the purposes of these daily sessions and meeting the staff members who will be in charge of them.

1. Explanation of purposes will be made to the entire group of 100 participants.
2. Groups of 25 will then visit with each staff team to meet the members of the staff making up the teams.

10:40 - 11:00 a.m. Break - Teachers and students

10:55 - 11:45 a.m. Large Group Meeting. Items directly affecting students in the program.

1. Financial remuneration program.
2. Vocational experience.
3. Participants Advisory Council.
4. Student involvement in planning during the next four days.
5. Materials center.
6. Field trips.

Students dismissed for the day at 11:45.

3. OPENING SESSION AND INTERACTION GROUP TIME ALLOTMENTS

The format for four days of each week has been considered. We now turn to the program for the opening session and interaction seminars on Friday, or one designated day of each week.

The time on this day will be allotted to the functioning of the Participants Advisory Council. The 8:45-8:50 period will be used for general announcements. Following this, the students will divide into their ten groups which make up the Council; they will meet with their group representatives to discuss problems, suggestions, ideas, etc. Following the respresentatives' meeting with the constituents, the representatives will then meet with the administration while the rest of the participants attend small group discussion meetings that will allow further discussion on topics presented during the past four days.

Each member of the team teaching groups, except the psychologist, will lead one of the groups, with the students selecting the topic they would wish to discuss further. The topics and group locations will have been announced at the 8:45-8:50 meeting.

4. INTERACTION SEMINARS - PHASE I

This section is devoted to a suggested orientation for students, which will be carried on in the interaction seminars during the first four weeks of the program.

The general aims of this phase of the program will be:

a. To permit student participation in the organization and planning of the program.

b. To provide introductory material related to the center and the world of work.

c. To permit further evaluation of each student's general aptitudes, attitude, interests, and communications skills without a formal testing program.

d. To direct student thoughts to a realistic appraisal of their needs for worthwhile participation in the world of work.

e. To promote student interest in the program by showing how this center can assist him in finding a satisfying place in the world of work.

For the purpose of the orientation interaction seminars, the students will be divided into four groups according to their own individual daily selection. Each of these four groups will be in action at the same time, and each will cover a different phase of a broad general topic, unless the specific topic dictates another approach.

The topics will be organized to include a four-day period, so that each student will have an opportunity, during this time period, to attend each discussion group and so adequately cover the major area under consideration if this is his interest.

Each of the four groups will be led by a team of three members of the staff. Three teams will have a counselor and two teachers, while the fourth team will consist of the center psychologist and two teachers. The team teaching approach will be the format for the organization and the presentation. One member of the team will present the broad aspects of the general topic to the entire group. The large group will then be broken down into smaller discussion groups, each led by a member of the team who will explore further more specific avenues of information.

SUGGESTED INTERACTION SEMINAR TOPIC

General Topic for a Four-Day Period: Student Involvement in Planning the Operation of the Center.

Flexible Time Schedule

8:45 - 9:00 a.m. Daily Organization Meeting

1. Pertinent announcements.
2. Designation of rooms for interaction group meetings and topics to be discussed in each room.
    a. Students will attend a different meeting each day until they have had an opportunity to voice their opinions on all four topics under consideration. Selection of topic to attend can be left to the student.
    b. Student auditors (two per group) will be chosen at the first meeting of each group and these students will remain with one group for the entire four days. They will serve as interpreters of student views as expressed in previous groups discussing a given topic.

9:05 - 9:45 a.m. Interaction Seminars - Student Involvement in Planning.

Individual Groups

Group I - Topic: Punctuality requirements and penalties for not meeting standards.

Group II - Topic: Attendance requirements and penalties for not meeting standards.

Group III - Topic: Structure of Participants Advisory Council - suggestions, changes in proposed structure, selection of representatives.

Group IV - Topic: Progress reporting system - length o. reporting periods, form of reporting.

9:45 to Lunch - Students follow regular center schedule.

SUGGESTED INTERACTION SEMINAR TOPIC

General Topic for a Four-Day Period: Is there a place in the world of work that will be satisfying to each individual?

Individual Group Topics

Group I - How will attending this center help me to enter the world of work?

A. Improvement of basic skills necessary for active participation in the world of work.
B. Provide a time for the participant to investigate his potential under the supervision of trained personnel.
C. Provide the participants with information concerning the various phases of the world of work in relation to their needs and interests.
D. Assist the participants in finding positions in the world of work that fit individual interests and abilities.
E. Provide a second-chance to become active, contributing members of society.
F. Assist the students financially while they are training and investigating.

Group II- Why should I choose a vocation?

A. Earning a living to provide oneself with the necessities and luxuries of life.
B. Human beings are active by nature and therefore must find activities for personal satisfaction.

   Examples:

   1. Prisoners in institutions need work to keep their stability.
   2. Men of wealth take up charitable activities to fill this need for activity.
   3. Married women return to work after their children have grown up.

C. Participate in providing for human needs by being a contributing as well as receiving member of society.

   1. Human beings cannot produce all of their individual needs. Change from pioneer days.
   2. Everyone shares the responsibility for providing for the needs of society.

Groups III and IV - What are some things I should be concerned with in choosing a career?

A. Group III

1. What is the specific type of work involved in a given vocation?
    - A. What does the worker do? A day's activities?
    - B. Is the work manual, mental, or both?
    - C. Is it unskilled, semi-skilled, skilled?
    - D. Is it repetitive? varied?

2. What is the environment I will be working in?

    - A. Where is the work done?
    - B. Are there any risks involved?
    - C. Is it indoor or outdoor?
    - D. Hours of work? Seasonal?
    - E. Salary - minimum, maximum.
    - F. Future of this type of work? Will I be replaced by a machine?
    - G. How will the changing world affect the work?
    - H. Opportunities for employment in the area in which I want to live.
    - I. Opportunities within the field of employment? Overcrowded?
    - J. Opportunities for advancement?
    - K. Fringe benefits?

B. Group IV

1. What are my qualifications for employment?
    - A. Physical.
    - B. Emotional.
    - C. Mental.
    - D. Social.

2. Preparation.
    - A. Are there training activities that will help me?
    - B. Are apprenticeships or special training periods required?
    - C. Will the training be costly?
    - D. Am I capable of further training?

3. Rewards.
    - A. Will it be satisfying? financially? intellectually? interest-wise? socially?
    - B. Does it offer enough opportunity for further development and advancement?

4. What are the job qualifications?

Suggested audiovisual material for interaction

TOPIC: Is there a place in the world of work that will be satisfying to each individual?

FILMS

1. "Planning Your Career" - Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Illinois.
2. "You Can Go A Long Way" - Same source as #1.
3. "Automation" - Contact for name of closest film library: McGraw-Hill, 330 West 42nd St., New York, N.Y., 10036
4. "Your Earning Power" - Aldew Films, 5113-16th Ave., Brooklyn, 4, New York.
5. "Choosing Your Occupation" - Same source as #4.

TAPES

1. "Preparing Through Experience" - National Tape Repository, Bureau of A-V Instruction, Stadium Building, Room 348, University of Colorado, Boulder, Colorado.
2. "Preparing For Your Occupation" - Same source as #1.
3. "How You Can Study Occupations" - Same source as #1.
4. "Choosing Your Occupation" - Same source as #1.
5. "What Do You Know?" - Same source as item #1.

SUGGESTED INTERACTION SEMINAR TOPIC

General Topic for a Four-Day Period: What do you know about yourself that will help you and our staff in selecting a satisfactory career?

Reference: For the purpose of this topic the following booklet will be used:

Haldeman, Edward G. and others, Finding Your Orbit; Moravia, New York; Chronicle Guidance Publications, Inc., 1963.

Approach

During this four-day period, the students will be divided into four groups and will work with the same team of staff members for the entire period.

This portion of the program will not only serve to acquaint the youngster with his own aptitudes and interests, but will provide vital information to the staff concerning the youngster's general education development, temperaments, interests, desired working conditions, aptitudes and physical capacity, or any one or more of these areas about which information is needed by the student to make a choice.

To accomplish this without a structured test situation, and in an attempt to provide this information in an interesting fashion, the staff will use the booklet mentioned above as a basis for discussion encouraging a give-and-take atmosphere. This will also eliminate the need of extensive reading by the youngsters, which is a problem area for most of them.

Suggested Procedure

1. A film may be used to indicate the importance of aptitude and interest in choosing a career.

   Suggested films for this purpose:

   A. "Aptitudes and Occupations" - Coronet Instruction Films, 65 East South Water St., Chicago, Illinois.

   B. "Self-Conscious Guy" - Coronet Instruction Films, 65 East South Water St., Chicago, Illinois.

2. A general discussion of the need for being concerned with abilities, interests, and aptitudes before considering a career field would follow the film. It is suggested that this be done in small groups of 8 or 9 within each seminar group. This will allow for a maximum interaction of ideas and contributions by all participants.

3. After setting the stage (items #1 and #2 above) the teacher would discuss each of the areas indicated in the booklet and in the outline to follow. As the teacher discusses each area and provides the samples, the student will be given time to react to the

related questions posed in the booklet. To record this information for use by the job developers and guidance counselors, it is suggested that separate ditto answer sheets be constructed by the staff on where to build this profile.

BRIEF OUTLINE OF AREAS COVERED IN THE PUBLICATION

I. Temperaments. The temperament of an individual depends on the way he thinks or feels about situations in which he becomes involved.

A. Individual temperament can determine his success or failure in a job.

B. Temperament factors. Occupations that:
1. Allow workers to perform a variety of activities.
2. Require repetition of the same activity.
3. Require working under specific instructions.
4. Require the worker to plan, direct, and control the entire activity.
5. Require dealing with people.
6. Require working alone.
7. Involve taking risks or working under stress.
8. Involve decision-making based on the sense of touch, taste, sight, hearing, or smell.
9. Involve influencing others.
10. Involve evaluating information based on data which can be measured.
11. Involve the interpretation of feelings, facts, or ideas from personal viewpoints.
12. Require the worker to adhere to limits, tolerances, or standards.

II. Interest and Aptitude. Do you like to do a certain thing? Are you capable of doing it?

A. Interest
1. In things and objects, or people and ideas.
2. In business contacts with people, or scientific and technical activities.
3. In routine or concrete activities, or abstract or creative ideas.
4. In social welfare or non-social welfare.
5. In prestige or tangibles.

B. Aptitude
1. Verbal aptitude: ability to understand ideas in words.
2. Numerical aptitude: ability to perform arithmetic operations.
3. General learning ability: ability to understand instructions and ideas in either written or spoken form.
4. Spatial aptitude: ability to understand forms in space and relationships of plane and solid objects.
5. Form perception: ability to perceive pertinent detail in objects or in pictures or graphic material.

6. Clerical perception: ability to perceive pertinent detail in verbal or tabular material.
7. Eye-hand-foot coordination: ability to move the hand and foot in coordination with each other.
8. Motor coordination: ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements.

III. Physical capacity. Traits necessary to meet the physical demands of job-worker situations.

A. Strength: How much lifting, carrying, pushing, etc., are you willing do do and capable of doing?
B. Climbing and balancing.
C. Stooping, crouching, kneeling, crawling.
D. Reaching, handling, fingering, feeling.
E. Seeing.
F. Talking and hearing.

IV. Working Conditions. Physical surroundings of job-worker situations.

A. Inside, outside, or both.
B. Extreme cold plus temperature changes.
C. Extreme heat plus temperature changes.
D. Wet and humid.
E. Noise and vibration.
F. Hazards.

SUGGESTED INTERACTION SEMINAR TOPIC

General Topic For a Four-Day Period: Self-Improvement and Success in The Working World.

Individual Group Topics

Group I - How do we attain the technical knowledge or skill related to participation in the world of work?

A. Training Schools.
B. Observation of master craftsmen.
C. Practicing coordinated movements related to the occupation.
D. Practical work experience.
E. Reading about a particular skill (magazines, professional journals, etc.)
F. Attending demonstrations, clinics, etc.
G. Participation in trade organizations (apprenticeships).

Group II - Are academic skills related to participation in the world of work?

A. Ability to communicate with people.
    1. Oral communication.
    2. Written communication.
    3. Vocabulary.
B. Ability to maintain accurate records on the job.
C. Personal activities require academic skills.
    1. Calculate wages and witholding items (taxes, social security, medical services, etc.)
    2. Keep personal records (budget, income tax, rent, etc.)
    3. Leisure time reading.
    4. Exercising consumer judgment.
    5. Demonstrating civic responsibility.

Group III - What are some important good working habits that allow a man to maintain and improve his position in the world of work?

A. Appreciation of safety regulations.
    1. Respect for tools.
    2. Maintenance of equipment.
    3. Neatness and accuracy.
B. Sense of responsibility to the employer and co-workers.
    1. Appreciation of the need for good working relationships.
    2. Respect for rules and regulations.
    3. Courtesy.
    4. Punctuality in completion of work at a rate expected by all employees of a company.
C. Personal habits.
    1. Individual initiative.
    2. Ability to provide leadership when necessary.
    3. Willingness to work.

Group IV - Is personal hygiene important in taking your place in the world of work?

- A. Grooming.
    - 1. Neat and appropriate clothing.
    - 2. Care of teeth.
    - 3. Acceptable haircut.
    - 4. Personal cleanliness.
- B. Eating habits.
    - 1. Importance of a balanced diet.
    - 2. Work activities and caloric intake.
- C. Living habits.
    - 1. Hours of rest.
    - 2. Smoking
    - 3. Overuse of alcohol.
    - 4. Leisure-time activities.

Suggested Material For General Topic: Self-Improvement and Success in the Working World.

FILMS

1. "Career Calling-How to Get Where You Want To Go" Jim Handy Organization Film Distribution, 2821 East Grand Boulevard, Detroit, Michigan, 48211.

2. "You and Your Mental Abilities" - Society for Visual Education, 1345 West Diversey Parkway, Chicago, Illinois.

3. "No Room At The Bottom" (filmstrip) and "Letter To Joe" (filmstrip) - National Education Association, 1201 16th St., Northwest, Washington, D.C. 20036

4. "Knowledge and Skills" - Association Films, Inc., Broad and Elm Sts., Ridgefield, New Jersey.

5. "Personal Qualities For Job Success" - Coronet Instruction Films, 65 East South Water St., Chicago, Illinois.

6. "Personal Qualities For Job Success," - University of Illinois Visual Aids Service, Champaign, Illinois.

TAPES

1. "Can You Land The Job?" - National Tape Repository, Bureau of A-V Instruction, Stadium Building, Room 348, University of Colorado, Boulder, Colorado.

2. "Yourself and Your Job" - Same source as #1.

5. INTERACTION SEMINARS - PHASE II

Following the four weeks of orientation (Phase 1), the interaction seminars will be used to explore realistic career fields within the world of work.

In Phase 2, we will aim at giving the participants a broad background for deciding on specific areas to be explored during the next phase of the interaction seminars.

Before embarking on this part of the interaction program, it is suggested that all members of the staff read pages 74-112 and 176-201 of Robert Hoppock's book, Occupational Information. This material deals with various theories related to occupational choice, and will be useful as background reading before attempting to work with the participants in career exploration and selection.

In Phase 2, the presentation to the participants will be a broad overview of six general career areas within the world of work. At the conclusion of this phase, it is hoped that the participants will be able to narrow their interests in career areas and be able to select specific fields for more exact exploration in Phase 3 of the interaction seminars.

The participants will be divided into groups of approximately 25 and will participate in the same interaction group for the entire week, except on a day when a general presentation or advisory council meeting is scheduled. On this day, a speaker or film related to the general occupational area will be presented to all participants. Following this, the participants will be divided into nine discussion groups to discuss and react to the material presented. While the majority of the participants are attending these discussion groups, the representatives of the participants will meet with the administration as outlined earlier in this report.

The following occupational families will be discussed during this six-week period: (Source: Houghton, Hubert W., Jobs For You)

Week # 1 - The Clerical and Sales Family.
Week # 2 - The Service Family.
Week # 3 - The Professional and Managerial Family.
Week # 4 - The Skilled Family.
Week # 5 - The Semi-skilled Family.
Week # 6 - The Unskilled Family.

Within each occupational family, the individual interaction groups should be aimed at the following general areas:

1. What types of careers are included in this broad occupational family?
2. What is the occupational outlook in this occupational family?
3. How will automation affect this area?
4. What are the general advantages and disadvantages?
5. What are the advancement possibilities?
6. What are the general educational, training, and experience requirements?

A suggested method of attacking the topics would be a general presentation to the individual groups of 25 by one team member, using some form of audiovisual device (films, filmstrips, tapes, overhead projector, slides, etc.). This would be followed by three small group discussion meetings with opportunities for reactions to the general presentation ideas. Each of the small groups would be led by one of the staff members on the team assigned that individual interaction group.

6. INTERACTION SEMINARS - PHASE III

This phase of the interaction seminars will be devoted to the exploration of the many career fields, in accordance with the expressed interests of the participants. An excellent basic source material for the staff is the series entitled Careers Research Monographs, published by the Institute of Research in Chicago, Illinois.

The suggested format for the functioning of the interaction groups during this phase of the program is:

Two weeks prior to the discussion of any specific career field, the Participants Advisory Council will advise the administration of the vocations the participants are interested in exploring.

The administration will then appoint interaction teams of three staff members each to organize presentations for the areas the participants have selected. Interaction teams should have as much notice as possible concerning topics in order for best preparation to take place.

Each specific career area will be programmed for a one-week period and the participants will be notified of the specific day or week a topic will be discussed.

The interaction teams will organize their presentation for the week in accordance with an outline that will have general application for all presentations of this type. A suggested format for these presentations, similar to that used by The Institute for Research Career Monographs, is as follows:

a. Types of employment in the specific vocational area.
b. Advantages of this type of work.
c. Disadvantages of this type of work.
d. Personal qualifications for this type of work.
e. Education and/or training necessary.
f. Salary and advancement potential.
g. Typical day in this type of vocation.
h. Sources for students to further investigate the occupation.

The participants choose the vocational area of interest and participate in the seminar group dealing with their area during a given week. Since a student can participate in only one seminar group per week, a given topic can be repeated whenever enough participants request it. During this phase of the interaction program, time will still be allotted during each week for the Participants Advisory Council to meet.

A SUGGESTED BIBLIOGRAPHY FOR THE INTERACTION SEMINARS IN THIS PROGRAM

(Books, pamphlets, articles)

Why Young People Fail to Get and Hold Jobs. New York State Department of Labor.

Employers are People. Science Research Associates.

What Employers Want. Science Research Associates.

We're Never Too Young to Learn Safety. United States Department of Labor.

The National Apprenticeship Program. United States Department of Labor, Manpower Adminstration, Bureau of Apprenticeship and Training, Superintendent of Documents, Washington, D. C.

Apprentices, Skilled Craftsmen and the Negro. New York State Commission Against Discrimination, 270 Broadway, New York 10007.

Education for a Changing World of Work. Report of a Panel of Consultants on Vocational Education. United States Department of Health, Education and Welfare, Office of Education, Washington, D.C.

Training DisadvantagedGroups Under the Manpower Development and Training Act. United States Department of Labor, Manpower Administration, Office of Manpower, Washington, D.C.

Young Workers: Their Special Training Needs. United States Department of Labor, Office of Manpower, Automation and Training, Washington, D.C.

Can I Get the Job? General Motors Corporation, Public Relations Staff, 3044 West Grand Blvd., Detroit, Michigan.

Don't Take Chances With Your Future. Chronicle Guidance Publications, Moravia, New York.

Limited Educational Attainment: Extent and Consequences. United States Department of Health, Education and Welfare, Office of Program Analysis, Washington, D.C.

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APPENDIX

SECTION II

LANGUAGE AND THE CULTURALLY DIFFERENT

In a complex civilization, anyone who lacks marketable skills finds it impossible or extremely difficult to be absorbed into the economy. Since competence in communication is required, any unusual language or the language of the culturally different presents an obstacle to desirable economic opportunities.

A method of approach towards changing a child's self-concept regarding language might be through:

Materials about outstanding people of the pupil's background who have mastered the language problem.

Guest speakers who have crossed the language barrier.

To change language is to change human relations.

Most studies in this field indicate that the student tends to communicate through non-verbal expressions. Taped and oral work take on greater significance. Concentration on oral skills before studying the written form will tend to improve reading skills when they are taught.

Studies in language habits indicate that pupils from lower socio-economic groups use partial sentences to a greater extent than students from more favorable economic circumstances. Expansion of a sentence will not come about, however, as a result of formal grammar presentation. Students will better expand their language by using it in situations where they have a need both to think and to communicate.

Thinking can be precise, rational, objective, and logical, creative or intuitive. But language linked with some kind of thinking is necessary for the improvement of language. Writing is not to be neglected, but speaking and listening should be stressed.

Educational features involved in structuring the language program are:

Pupil attitudes.
Vision in teaching.
Administrative decisions.

The aim for the students in the center is not different, in terms of language skills, from that for any other student. The study of the English language is a study in communication. As a communicative art, its object is the receiving and the sending of ideas and information. The skills needed for receiving are listening and reading; those necessary for sending are speaking and writing. Since none of these skills is meaningful or useful unless concerned with a body of ideas or information, the study of English also involves the study of thinking.

The course could focus on three areas, classified under "English in your Life."

A. English and Your Job.

1. Development of language skills of reading, comprehension, and oral and written communication for practical on-the-job use.
2. Work and activities stressing career or occupational development.
3. Basic skills in letters of application, job-interviews, and other working situations.
4. Individual and group reports on subjects such as Social Security, fringe benefits, and current labor legislation.
5. Role-playing and panel discussion on getting along with supervisors, other employees, changing jobs, dress on the job, job manners, etc.

B. English and Your Responsibility as a Citizen

1. Subjects for reading, writing, and discussion can come from discussions on voting, services of government, military service, taxation, law enforcement, and other civic concerns.
2. Classroom discussion topics can come from reading of newspapers. From this might develop difference between fact and opinion, reasoning process, and opportunities to aid students in recognizing emotional appeals and propagandistic tricks.

C. English and Your Leisure.

1. Students can be introduced to magazines, newspapers, and books.
2. Opportunities for intelligent and enjoyable use of the entertainment media.

SUGGESTED METERIALS

A. Materials on occupations.

B. Dictionaries, reference books, handbooks, anthologies, newspapers, magazines, and paperbacks (Reader's Digest, Life, Scholastic's Scope, Science Research Reading Laboratory).

C. Language usage materials would center around tapes and ditto sheets compiled from their errors. This would be a more desirable learning experience than teaching a concept in an abstract sense.

ORAL APPROACH TO TEACHING ENGLISH

Oral approach is based on the assumption that the spoken language underlies writing. "Hearing before speaking, speaking before reading, reading before writing." The emphasis is that the student should come into contact with the spoken form before he sees the written form; and that ability to decipher and reproduce the written forms should not be confused with language mastery.

The second principle is "speaking after hearing, and writing after reading." The learning is, first of all, a matter of imitation. As the learner progresses further, there can be new expressions. He learns these new expressions by analogy, based on the forms he has already learned through imitation.

The teacher should so arrange the lessons that new difficulties are met one at a time. There is need for carefully sequenced materials. The difficulties should be introduced at a manageable speed.

1. Phonological difficulties: those relating to the formation and interpretation of sound

2. Grammar: those relating to the form and arrangement of words.

3. Lexical problems: those relating to vocabulary.

Oral language in the classroom should be the prime technique:

1. Development of tapes for listening drill would enable the students to hear the proper form.

2. Mingling of students with those who speak standard English gives disadvantaged students opportunities to hear and talk with those who speak the prestige dialect.

3. Teaching language techniques through role-playing sessions, reading scripts for short one-act plays, telephone conversations, language laboratories, and making recordings, will begin to bridge the chasm between the two worlds of language.

4. To correct the pronunciation and enunciation of vowels in certain grammatical usages, taped lessons can be used, and the students encouraged to imitate and practice accepted forms. As the students hear their own faulty articulation and usage errors, they can be guided by the teacher to work for self-improvement.

Some students may come to school with such a lack of language experience that they can be said to be victims of "language destitution." Their opportunities for using language may have been so circumscribed that they truly have less language than any other children.

Some come to school with highly developed language of a kind that is not fully acceptable. They can make themselves understood, but their speech has errors, from the standpoint of standard English, and there is need for further language development.

Some children may come with well-developed language but not in all of the usual areas. In certain aspects of experiences valued by the school, they may have had no occasion to verbalize meanings, and consequently may appear to be impoverished in their language. Not only do they lack conceptualization in the expected areas, but they may be silent about areas in which they have a high degree of conceptualization. These may be students who seem to lack language but are not really immature in their experience, as such, and are simply unpracticed in dealing with their experiences verbally.

Ways to Improve Oral Communication

We learn to communicate verbally through various stages of development, from crying to babbling to lallation (the first ear-voice reflex); on to the stage of echolalia where we echo, or imitate, the sound patterns we hear about us.

It is in the echolalic that the special sound patterns of the child's native language become established. His speech grows more refined and fixed, so that by the time he is six years old the habits that will form his adult speech pattern are already set.

To reeducate him and build new habits, we must take him back to the stage of lallation, sharpen his ear-voice reflex, and carry him on through the echolalia, giving him good standard form to imitate.

Taped lessons can be useful as a type of teaching machine to explain the structure of the language, as well as to change particular usages by giving the student opportunities to imitate and to practice better forms.

The tapes can be built upon linguistic concepts, but can retain some traditional terminology. Variety of voices can be used, as well as a variety of teaching techniques and student activities.

Basic spelling lists can also be taped. While students are listening to the tape, the teacher can wander around the room and assist them if they are having problems in understanding the work.

Much of the success of this technique depends upon the attitudes and individual aims set at the beginning of the semester. The orientation period involves discussion of the need for education, for cummunication, and above all acceptance of the idea that effective language is desirable in all walks of life.

APPROACH TO ORAL LANGUAGE AND READING

Phase I

Purpose: To teach oral language using an intensive audio-lingual technique as the means of developing oral fluency in the language in preparation for reading.
The teacher presents orally, and at normal conversational tempo, question-answer dialogues incorporating the patterns to be learned.
The students then practice the dialogues repetitively to secure accurate oral usage and eventual fluency. No visual language patterns are used while the oral patterns are being learned. If the student can attain oral fluency in the language in which he will shortly be expected to read, he will undoubtedly be in a better position to learn to read in that language.
Control over the introduction into the program of those elements in English which are not paralleled in their own language or dialect has to be provided.

Phase II

Before proceeding to this phase:

A. Learning experiences have to be designed which will rapidly close the gap between the level at which the students are currently functioning and the level at which they must function to succeed in reading.

B. Materials and experiences have to be selected which will integrate various elements.

Lesson Plan Should Provide:

A. Giving basic terminology for, and concrete experiences directly related to, a concept before moving up to the language for the general concept itself.

B. Using further direct illustrations for a concept once it is introduced in the language patterns.

C. Teaching inductive patterns of thinking within a topic before attempting deductive and analogical patterns.

D. Giving each student his own personal set of objects with which to work.

E. Providing reinforcements through follow-up activities in the form of games after each lesson.

F. Consciously attempting to appeal to more than one of the five senses through the types of illustrative experiences used with the language patterns being taught.

To appeal to more than one of the senses seems especially important, as research indicates that these students are generally insensitive to the world around them, as reflected in their behaviors in the school setting. In addition to audiovisual senses, it seems necessary to sharpen and make use of the tactual-kinesthetic and olfactory senses.

SUMMARY FOR TEACHER:

A. A configuration of starting points for designing the programs composed of broad subject-matter disciplines. Criteria for the implementation of these starting points include observations of the characteristics of the target population, literature drawn from the psychology and sociology of the educationally disadvantaged, general child psychology and learning principles.

B. A conception of what is involved in the act of reading.

C. The relationship perceived between oral language and visual language; visual language has a more highly selective and artificial aspect than has oral language. Research indicates that a promising avenue will be in the audio-lingual approach.

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TEACHING SUGGESTIONS

GRAMMAR

A. What does it mean to teach grammar? Grammar-teaching concerns itself with "what goes with what, and when, and in what order." We help the students form new habits -- those of putting the right words together in the right way for accurate communication.

B. Which grammatical points should I teach? A student whose language distinguishes between masculine and feminine third-person pronouns, comparable to the English "he-she" distinction, will need little or no work on this contrast. The most effective time to discuss a point of grammar is shortly after the student has found an example of it in his reading or conversational work. Once he has noticed a new usage and wondered about it, you can bring forth other examples and state the rules that apply to it.

C. Rules of Grammar: A rule of grammar is merely a general statement of how the speakers of a language use certain parts of that language. Every language has its own grammar. Therefore if a rule is stated it should be in a way that will be clear even to the person who does not already use English in the manner described by the rule. State the rule in terms of things that can be observed, even by the most inexperienced speaker of English. Illustration may be better than a rule.

D. Using a basic selection (dialogues) may be the better way of presentation. Before presenting the lesson, pick out the words and phrases that may be new to the student. When you come to the new forms let the student repeat it after you. Be sure he knows what it means.

VOCABULARY

The student who has mastered a large vocabulary is not necessarily the student who can speak, read, and write the language effectively. First the basic phonetic and structural patterns must be established. Then the students are put in a position to go ahead and add extra vocabulary as fast as they need it, and in whatever field of interest it is needed. Vocabulary needs to be learned in context.

A. Presentation can be made in the form of a vocabulary lesson on politics. New vocabulary items can be italicized.

B. Encourage students to use an English dictionary.

C. Students can make their own word lists for study. Have them put the words on a separate card or slip of paper. The cards can be shuffled so that the student meets the words in various orders. As some words are learned faster than others, the cards bearing those words may be set aside to make room for others. Packets of cards are easy to carry around so that they may be studied in spare moments. It is more valuable to have many brief periods of study than to spend the same amount of time in one continuous period.

References: (Thorndike Barnhard Comprehensive Desk Dictionary; The Thorndike Century Senior Dictionary; West and Endicott's New Method English Dictionary; The Advanced Learner's Dictionary of Current English, edited by Horny, Gatenby and Wakefield; Michael West's "New Method" Dictionary.

Conversation Classes
Bibliography: Richards and Gibson, Learning Basic English, and English Through Pictures; Charles C. Fries' An Intensive Course of English. Materials produced under the American Council of Learned Societies.

WRITING

A. Let the subject matter introduced be in relationship to students' experiences and their "felt needs."

B. A reading selection is a good model.

C. An oral model is still another method. The teacher can ask the students to suggest a topic; then the teacher will speak on the topic for five or ten minutes. Afterwards questions on the talk content can be asked.

1. The student needs a model to follow more or less closely, and he needs to be restrained from trying too much too soon.
2. A reading selection could be chosen. For example, if the reading selection were concerned with the tasks of children in American homes, after reading and discussion they can be asked to write about the responsibilities of children in the homes in which they grew up.
3. An oral selection such as an anecdote can be discussed, students can retell it in their own words.
4. If there is difficulty, students can limit the length of their sentences.
5. Have students practice the correct forms after errors have been noted. Teachers can help by giving them three or four sentences which are structurally parallel to the corrected ones.

Grammar Exercises

Indicating correct usage through the use of tape, and/or any other device, allows the students to hear the correct sounds, without resorting to grammatical terminology. These are areas of common errors:

Use of "ain't."
Use of "them" instead of "those."
Use of "that there" instead of one demonstrative pronoun.
Use of double negative.
Lack of agreement of subject and predicate.
Use of extra pronoun ("that man, he").
Incorrect use of principal part of verb ("I seen").
Incorrect use of "to-too," "saw-seen," "did-done," etc.
Homonyms incorrectly used ("its, it's; "their, there," etc.).

The lesson should be planned based on teacher's experience with the students and lessons focused on common errors. Use of the tape to correct incorrect usage is recommended; and when this is understood, practice on a particular concept. The practice should not be in isolated sentences, however. A thread or story should run throughout the exercise; perhaps a paragraph based on students' experiences.

Writing Experiences

This can be introduced by an example that will make sense to the students, such as:

"If you took a large number of boards and scattered them all over the lot, what would you have? A mess that would be ugly, useless, and senseless. Now take those same boards, and carefully put them together so that the result is a fence, or a wall, or some other structure of use and beauty.

"If you wrote a sentence, or a number of sentences, and scattered them without any plan. you would have a mess that nobody would be able to understand. Now, plan those sentences, group them around one topic, and you have a paragraph.

'No matter what you write -- a letter, an article, a composition -- it will generally be divided into paragraphs. These paragraphs help the reader to keep track of what he reads, much as dividing the day into hours and minutes helps him keep time."

Thus, through example, through reading, the student can sense the meaning of a paragraph.

Explain the meaning of the main idea, and have the class participate in the construction of a paragraph. Example: Topic Sentence, "The work in many shops is somewhat similar."

A. Certain tools used in several shops are similar (list them).

B. These tools have different uses in each shop, but, if you learn to use them in one shop, it is easy to learn to use them in another shop (list them).

C. Certain machines used in many shops are similar (list them).

D. Because of this similarity, training in one shop will help you in another.

By building gradually into the paragraph, the students can obtain a sense of order and a sense of planning. The writing requirements are not different from those required in reports or letters they may have to write, forms they may have to fill out, or any communication they will have to use on a job.

Movement can be from paragraph development to letter writing. Again samples of different types of letters should be used. Steps:

1. Skeleton of a letter with emphasis on noting margins and punctuation.
2. Body of the letter.
3. Rules about paper.
4. Envelopes.

From this there can be movement to letters of application for a job, and filling out the forms related to job getting.

SUGGESTED UNITS:

These should relate to all that is going on in interaction seminars.

I. How To Succeed at Your Occupation (parallel of school regulations).

   A. Attendance.
   B. Promptness.
   C. Rules and Regulations.
   D. Relations with employers, employees.

E. Attitude.
F. Industriousness.
G. Safety and prevention of accidents.
H. Stay in school.

II. Reading

A. Trade Magazines.
B. How to use them.

(Create English skills, relating to above topics).

III. Expressing Yourself

A. Topic.
B. Conversation courtesy.
C. The importance of good speech.
D. Vocabulary improvement.
E. Clearness.
F. Organization.

IV. Business Forms

A. Bank forms for savings.
B. Bank forms for checking.
C. Letters.
D. Applications.
E. Social Security.
F. Bulletin boards.
G. Money orders.

V. Communication

A. Telephone directory.
B. Use of telephone.
C. Telephone courtesy.
D. Types of calls.
E. Telegrams.

VI. Getting Along With People

A. Conventions.
B. Personal Appearance.
C. Social Affairs.
D. Character.
E. Personality.
F. Attitude.

VII. Leisure Time

A. Importance.
B. Activities (active-passive).

GRAMMAR ACTIVITIES

Oral drill to fix the important points of usage in the student's mind and ear will be most beneficial. Corrections in writing and speaking are more effective than formal presentation. Clues for proper usage are more important than parts of speech. Emphasize always proper usage for practical purposes.

Suggested Drill

Unit I:

1. List the jobs you could possibly get if you could not communicate.
2. If you are going to spend about 45 years of your life working, which of the jobs you have listed would you like to work at for that length of time, and why?
3. Why do you like the trade you have selected better than any other one?
4. In what way will English help you be a better worker?
5. How will good English help you in other areas of your life?

Lesson I. Why the worker needs English in school.

1. You must understand the teacher.
2. You must know the names of tools, machines, and materials.
3. You must be able to answer questions.
4. You must be able to read and understand books and trade journals relating to your interest area.
5. You must be able to communicate with the people in work as well as in school.
6. You must be able to read plans and give directions.
7. You must be able to fill in orders as well as give written directions for orders, materials, etc.

Materials:

Tapes.
Visual Aids.
Ditto Sheets.

English on the Job

Good English will Help You As A Worker.

1. You must be able to understand your supervisor.
2. You must be able to read blueprints and specifications.
3. You must be able to discuss a job with a customer.
4. You must be able to do the following if you want a promotion:

   Read trade journals.
   Order materials.
   Make out bills and estimates.
   Write letters.
   Make reports
   Give orders.
   Communicate with people who work with you.

English and Your Leisure

1. Movies -

   You have to understand what the actors are saying so you can follow the story and sense the meaning of the picture.
   You will want to discuss the picture with others.

2. Hobbies -

   You should read books and magazines to learn more about your interests.
   You should be able to follow written directions or read plans.
   You should be able to explain to parents and friends what you are doing.

3. Social Affairs -

   You want to be able to talk and discuss things of interest with other people.
   You should be able to listen to other people, and read, so that you may learn interesting things to talk about.

4. Letters -

   You will be writing letters to business concerns.
   You will be writing letters to friends.

English as a Citizen

You are a citizen in a democracy. This means that you have something to say about those who govern you and how you're governed. The more people know, the better they can express themselves, and the more choice they will have in areas that affect them.

1. As a voter you should know the candidates, their past records, and what they stand for. You can learn this by:

   Talking to others.
   Attending meetings.
   Reading newspapers and magazines.
   Listening to programs on radio and television.

2. Between elections you should take an interest in what your government is doing by:

   Knowing what is going on-through newspapers, magazines, radio, and television.
   Checking up in the newspapers on activities of your representatives.
   Writing letters to your congressman to tell him how you feel about issues.
   Asking questions of politicians, teachers, or other people in whom you have confidence.
   Attending meetings of your local governing body.

READING PROGRAM

Introduction

Research and experience have indicated that the needs evidenced by the educationally disadvantaged in reading are in the broad areas of remediation, development, and enrichment. The teaching of these students must provide every opportunity for encouraging the growth of communication skill, intensifying learning, preparing for learning, and expanding horizons. Revitalization must be effected through counseling and attention to motivation.

A. Guidelines for Learning in the Reading Seminars

1. What and when to teach in reading is determined by the student's need and capacity.
2. A motivated student learns more readily than an unmotivated one, so that:
   The program controls the intensity of learning.
   Intrinsic values become important.
   Positive rewards are sought.
   A tolerance for failure is built.
3. Self-selection of realistic goals in reading and vocation is an objective.
4. Active learning is more effective than passive learning.
5. All tasks and activities must be meaningful to the learner.
6. The individual grows best with praise, immediate remediation of errors, and success experiences.
7. The past history of the student can enhance or hamper learning.

B. The Teacher's Role in the Reading Skill Stations

1. The therapeutic atmosphere of the room is to be arranged and continued.
2. Materials must be matched to the needs of the student.
3. Diagnosis and guidance as a continuous process and technique.
4. Immediate first-aid through a wide variety of materials and equipment which involves auditory, visual, and tactical sense modalities for differing learning styles.
5. To be a material developer for future groups in continuing vocational education from on-the-spot knowledge.
6. To perpetuate the I-Thou relationship.
7. Grouping and regrouping of students as growth appears, so that strengths are shared.
8. To provide large group instruction when necessary.

C. Reading Program Dimensions for Continuing Education Center

The program to be offered in reading is built around the need to adjust classroom activities to each individual in four dimensions:

1. The content of learning must be tailored to individual needs. Jack needs training in word attack skills, not main ideas. Bob needs the latter. John must learn to slow down, but another needs to speed up.
2. The level of content must be adjusted to individual needs. Tony can handle junior high materials. Bart, during remediation, will be able to handle Grade 5 to 7 material.
3. The speed of learning differs from person to person. The speed of teaching will have to be adjusted to each individual.
4. The frequency of response must be maximized for each individual, if we expect maximum learning. Active learning, with continuous response to teaching stimuli, is necessary if efficient learning is to take place.

D. Methodology

The method in teaching reading must be as precise as possible in operation. Each student's difficulty or need in reading must be reduced into its specific parts. He must be taught to:

1. Select the appropriate idea from a list of alternative selections.
2. Auditorily discriminate ble blends at the end of words.
3. Write his own statement of the main idea.
4. Visually discriminate bl at the beginning of words.
5. Remember specific details (oral recall).

Effective individualized instruction isolates specific operations to be taught. Each can then be presented, and the student accordingly moves at his own pace. Self-correcting segments and team learning increase the learner's role, increase the frequency of response, and decrease direct teacher intervention.

Suggested Materials for Diagnosis

A thorough diagnosis of each student's reading difficulty would require the use of the following instruments:

Wechsler Intelligence Scale
California Reading Test
Morrison McCall Spelling Test
Noall Cohen Word Analysis Test
Strang Written Recall Outline Test
Cohen Visual-Motor Coordination Survey
B.U. Word Pronunciation Test
Benton Visual Retention Test
Gesell Incomplete Man
Keystone Visual Survey
Machover Draw-A-Person
Pintner Personality Inventory
McCall Spelling Test
Michigan Speed of Reading Test
Gray-Gilmore Oral Reading Test

E. Classroom Structure

The self-directed classroom structure will be pursued and a precise methodology in each instance employed. The reading teacher will isolate specific reading operations to be taught for the selected goal. A core reading program for students will be developed, with each moving at his own pace. With continuous measurement and diagnosis of specific operations, each pupil will branch out from the core to more specific instructional segments according to his needs and goals. One may be following speeded exercises for main ideas and to tachistoscopic training; while another follows specific details and word-attack skills exercises.

Throughout instructional time, the aim will be to develop self-teaching, self-correcting learning. Small-team learning techniques will be employed that increase the learner's role, increase the frequency of response, and decrease direct teacher intervention.

Each reading teacher is charged with training himself in diagnosis and treatment of learning needs, and should be able to use, for example, the Durrell Analysis of Reading Difficulty Examiner's Kit, as well as other tests. Part of the teacher's tool kit should also be the Gray and Gilmore Oral Reading Tests, Bonton Visual Retention, the Keystone Telebinocular, and other auditory and speech tests.

The teacher and the classroom must have ready access to materials in reading of all sorts. Many materials produced for other purposes than teaching reading, and with varied content, are excellent tools for teaching reading.

The teacher will be able to select freely from the wide variety of materials published and currently on the market. Selections from a number of core developmental reading programs, basal systems, Stern's structural reading approach, Sullivan's programmed beginning reading, Fernald and Warner techniques, should be made to fit the specific problem being remediated. The teacher will combine this procedure in teaching reading with the use of tape recorders, self-checking answer sheets, and small-team learning situations to increase self-direction in learning. A wide supplement to the core material should also be part of the room design and materials, so that a classroom library of trade books, magazines, workbooks, science and reading paperbacks, and published skill builders can be called into use at any time. Material should be arranged and stored into the specific operations for which it is to be used, and whenever possible be made expandable for self-teaching and self-correcting.

Standard workbooks can be rearranged and reconstructed into self-directing exercises for specific operations. Each exercise can be torn out and mounted on color-coded oak tag according to skill or level. Answers on the reverse side will insure the student of immediate feedback. The teacher can then refer the student to the appropriate material for drill work on pin-pointing the particular trouble in reading.

The pairing of students and team learning can be useful and effective. Two young people working on the same drills can achieve higher scores than if each worked in his own book separately. Spot checks by the teacher, and observations, insure the success of the self-directed learning classroom.

The Bell & Howard Language Master can be used for a programmed tape-card series on auditory and visual discrimination of sounds. Headsets and jack box allow a number of students this individual training at one time. Reduction of noise can increase concentration. Other tapes, accompanying booklets, and standard exercises from workbooks can be added to the activity. This tool, in addition, is a valuable aid for the non-English-speaking or bilingual student.

In other places in the room, students read selected books on vocational interests, etc. Some are writing short biographical reports needed on application forms. Some are reading aloud to others who cannot read independently. Six students may be working with a language laboratory on which is programmed a core developmental reading program. Learning intensity is high because each is working at an individual level and rate, and on content matched to his needs and interests; and because each is actively learning and not waiting to be called upon.

The room is active with students moving at will and intent on their individual tasks. Within the room the teacher is comfortable in this atmosphere which rejects conformity and over-regimentation.

The teacher's job is much more complex and challenging than the role of the traditional reading teacher. He arranges the conditions for learning and maintains a "therapeutic classroom atmosphere." There is no fear, no punishment or retribution for misdeeds. The young person is his own judge. The teacher teaches pupils to teach themselves with the materials available to them. He insures success by carefully matching materials to needs. He continuously diagnoses, interprets, and evaluates growth. He is available when materials and pupils falter, to supply immediate educational and psychological help which will be effective through a continuous 1-to-1 personal interaction between teacher and pupil. He continuously looks to develop new materials. He groups and regroups students according to needs. He initiates and introduces enrichment experiences in small groups or with the entire class.

The methodology used in the self-directed learning classroom is based upon individual self-instruction or small-team learning. The teacher does not preach, but practices techniques which promote responsibility.

1. Social responsibility: through team work and real situations in which interdependence to reach a goal is necessary.
2. Social, personal development: student must make decisions and teach himself; experiences his own worth.
3. Rewards and satisfactions: promote intrinsic values; no grades, honors, prizes; success is its own reward.
4. Negative behavior: this is minimized because positive reinforcement is used and success factor is built.
5. Frustration tolerance: compensation for occasional failures because a backlog of success has been experienced.
6. Control of destiny: students become masters of educational and vocational choice and the attitude of futility is diminished.

Suggested Materials

Building a classroom collection as well as a resource center's library of materials should be an on-going process with the development of the program. Some materials may be useful and valuable exactly as written, others may be worthwhile only for particular parts or selections; while others may be an asset as a guide for the teacher who is writing, adapting, and working up new materials on the patterns established in books already on the market.

General Motors, Public Relations Staff, Detroit, Michigan:
Booklets: Simple, informal text with cartoons and drawings; right and wrong ways of handling and using common handtools; past, present, and future of the diesel engines; the part metals play in the automobile industry; elementary facts about engines in general use today (auto, aircraft, etc.); basic principles of optics as applied to common lighting problems.

Follett Publishing Company:
Publications in the area of vocations, needs, personality, spelling; career information in the form of vocationally oriented stories which are used to teach reading; Turner-Livingston Communications series; realistic story-lines which meet the interests and experience of teen-agers.

Supplementary Basic Education Program:
Specialized material for adults and young adults in understanding the automobile.

S.R.A.:
Reading Laboratories.
Word Games-components.
Directory of Vocational Training Sources.
Career Information Kit.
Secondary-Guidance Booklet Series.
Activity Texts.
Reading in High Gear.
Rochester Occupational Reading Series. (The latter series gives basic reading instruction to virtual non-readers, gradual progression through basic reading skills. Permits students to learn at their own speed. Story themes direct students toward healthier social attitudes. Supplementary reading materials with occupational orientation in multi-level series with realistic picture of occupational world. Emphasis in the story is in the form of the occupational attitudes and skills necessary for success on the job and in society.)
Read for Understanding Kit.
Occupational Explorations Kit.
Reading Improvement Texts.
Widening Occupational Roles Kit.

Harcourt Brace World Book:

Word-Analysis Practice. Levels A, B, C.
Word Attack.
Step to Better Reading.
Design for Good Reading. Levels I and II.
Speech to Print Phonics (foundations for reading for remedial and developmental programs).
The Insight Series: _It's Your Education_; _It's Your Personality_; _It's Your Life_; _It's Your Future_.

Frank E. Richards, Publisher, Phoenix, 215 Church St., New York, N. Y. 13135:
Getting Ready for Pay Day; _I want a Job_; _On The Job_; _Getting Along Series_; _After School is Out_; _Al Looks for a Job_; _Money in the Pocket_; _From Tires to Teeth_; _Our Reader_; _Unemployed Uglies_; _Getting and Holding a Job_; _Application Blanks and Identification Cards_.

It is not suggested that any list of materials is to be used primarily or exclusively in the proposed program. Many basal readers have workbooks developed apart from the series which are especially useful in meeting individual needs, in providing opportunities for practice, and in varying instructional procedures. These can be used or adapted, modified, and rewritten by the reading teacher to further the learning of the youth of this program.

Especially noteworthy are those workbooks which attempt to apply the same principles as do the best programmed learning materials. The learner is introduced to word recognition and comprehension skills by small steps, and advances to higher levels after successful completion of the simpler tasks. The logical and sequential nature of the steps to mastery of the skills -- in the ability to think conceptually, in auditory and visual discrimination, in handling the alphabet, and in moving from left to right in reading -- is most useful to the teacher in planning and writing his own materials to be used with individual students. This creation of tailored new materials for the program is an important staff goal.

To name as examples: the workbook series that accompany Sheldon's Basic Reading Series, Witty's Reading for Interest Series, Bond's Developmental Reading Series, and Gray's New Basic Reading Series, drill the pupil in developmental reading skills. They provide repetition, self-competition, and day - to - day records for both the teacher and pupil to use to diagnose and remediate.

BOOKLISTS

Fostering independent reading and providing recreational and supplementary reading materials is one of the chief roles of the reading teacher.

Numerous booklists and catalogs of books are available to keep the teacher informed about what is being published. To suggest some:

Literary Sampler. Learning Materials, Inc. Chicago, Illinois.

Annotated Bibliography of Selected Books with High Interest & Low Vocabulary Level. Indianapolis Public Schools, Indianapolis, Indiana.

Hale Guide to Better Books. E. M. Hale & Company.

Jacobs, Allan D. *Economics Through Children's Books*. Elementary English, 38, January 1961, 15-21.

Kingery, Robert E. *How-To-Do-It Books*. R. R. Bowker Company, 1961.

Spache, George D. *Good Reading For Poor Readers*, Garrard Press, Champaign, Illinois.

Strand, Ruth. *Gateways to Readable Books*. H. W. Wilson Company.

Subject Guide to Books in Print. R. R. Bowker Company, 1961.

Sullivan, H. B., and Tolman, L. E. *High Interest-Low Vocabulary Reading Materials*. Journal of Education, Boston University, 1956.

Walch Books for Boys and Girls. Henry Walch, Inc.

Wallace, Viola. *Books for Adult Beginners*. American Library Association, 1954.

Wernon, Irving. *Annotated List of Books for Supplementary Reading*. Materials for Learning, Inc.

AUDIOVISUAL MATERIALS

Audiovisual materials can facilitate understanding and learning. In reading, these modern media of communication can prepare a student for reading, gain his attention, develop his background, introduce and illustrate new words, and extend interests, skills, and ability.

Recordings, films, correlated records, textfilms, audio-books cover areas in readiness, word recognition, comprehension, and critical reading. Some materials are directed toward improvement in aural imagery, rhyming, listening phonics, enunciation, and articulation. Some emphasize study-type reading skills, choral speaking, appreciation for literature, library skills, and rate of reading.

Sources for Further Exploration

EDL Filmstrips. Educational Development Laboratories.

Educators Guide to Free Films, Filmstrips, Tapes, Scripts, and Transcriptions. Educators Progress Service.

Free Loan Motion Pictures. Association Films, Inc.

Guides to Newer Educational Media: Films, Filmstrips, Phono Records, Radio, Slides, Television. American Library Association, 1961.

Keys to Reading. C-B Educational Films, Inc.

Listen and Read Program. Educational Development Laboratories.

Sounds of Spoken English. Folkways Records.

Spencer Audio-Book Series. Spencer International Press, Inc.

Telezonia. Bell Telephone Co.

Words: Their Origin, Use, and Spelling Series. Society for Visual Education, Inc.

Your Dictionary and How to Use it Series. Society For Visual Education, Inc.

C - B Speeding Reading Films. C - B Educational Films, Inc.

Harvard Films for the Improvement of Reading. Harvard University, Cambridge, Mass.

Iowa High School Films. State University of Iowa, Iowa City, Iowa.

Purdue Reading Films. Purdue University, Lafayette, Ind.

MECHANICAL DEVICES

Tachistoscopes

AVR Eye - Span Trainer, Audiovisual Research.
AVR Flash - Tachment, Audiovisual Research.
EDL Flash - X, Educational Development Laboratories.
EDL Tachment - X, Educational Development Laboratories.
Electro - Tach, Lafayette Instrument Company.
Tachistoscope, Lafayette Instrument Company

Accelerating Devices

AVR Reading Rateometer, Audiovisual Research.
Controlled Reader, Educational Development Laboratories.
Craig Reader, Craig Research, Inc.
Keystone Reading Pacer, Keystone View Company.
PDL Perceptoscope, Perceptual Development Laboratories, St. Louis, Missouri.
Readamatic Pacer, American Interstate Corporation, Mundelein, Illinois.
Shadowscope Reading Pacer, Psychotechnics, Inc.
SRA Reading Accelerator, Science Research Associates.
Tachomatic, Psychotechnics, Inc.
EDL Skimmer, Educational Development Laboratories.

Teaching Machines

Programmed materials in the language arts area are available from:

TMI - Grolier, Modern English Series: Remedial Reading.
E-Z Sort Systems, Beginning Sight Vocabulary.
Educational Development Laboratories, Word Clues.

Other Suppliers:

Rheem Caliphone Corporation, Hollywood, California.
Astra Corporation, New London, Connecticut.
Educational Aids Publishing Corporation, Carl Place, L.I., New York.
Foringer & Company, Rockville, Maryland.
General Programmed Teaching Corporation, Albuquerque, New Mexico.
Encyclopaedia Britannica Films, Inc., Wilmette, Illinois.
Dyna - Slide Company, Chicago, Illinois.
Educational Engineering, Inc., Torrance, California.
Univox Institute, Inc., Universal Electronics Laboratory Corporation, Hackensack, New Jersey.

FURTHER BIBLIOGRAPHY

Prior to working with these youth or during orientation period before the opening days of the student program, the following books are recommended:

Passow, Harry A. (ed.). Education in Depressed Areas. New York, Teachers College Press, Teachers College, Columbia University, 1963.
Riessman, Frank. The Culturally Deprived Child. New York, Harper, 1962.
Conant, James B. Slums and Suburbs. New York, McGraw-Hill, 1961.
Educational Policies Commission, Education and the Disadvantaged. American, Washington, D.C., National Education Association, 1962.

On the nature of reading and remedial reading these are recommended:

Gray, William S. On Their Own in Reading (rev. ed.), Chicago, Scott, Foresman & Company, 1960.
Dolch, Edward W. A Manual for Remedial Reading (2nd ed.). Champaign, Illinois, Garrard Press, 1945.
Roswell, Florence and Natchez, Gladys. Reading Disability; Diagnosis and Treatment. New York, Basic Books, 1964.

Some source books for teaching and practicing phonics and structural analysis:

Russell, David H. and Karp, Etta E. Reading Aids Through the Grades. New York, Teachers College Press, Teachers College, Columbia University, 1951.
Russell, David H. and Russell, Elizabeth F. Listening Aids Through the Grades. New York, Teachers College Press, Teachers College, Columbia University, 1959.
Harper & Row, 1960. New York. The Other Children.
Feldmann, Shirley and Merrill, Kathleen. Ways to Read Words; More Ways to Read Words; and Learning About Words. New York Teachers College Press, Teachers College, Columbia University, 1959-64.
Lyons & Carnahan, 1959. Chicago, Illinois. Phonics We Use.
McCormick-Mathers Publishing Company, 1960. Wichita, Kansas. Building Reading Skills.

Wisely used, games are an enjoyable way to practice, review,and gain insight, in teaching word attack skills:

Dolch Materials. Garrard Press, Champaign, Illinois. (For teaching sight vocabulary).
Picture Word Cards, Popper Words, Group Word Teaching Game, Sight Phrase Cards.
For teaching phonics: What the Letters Say, The Syllable Game, Consonant and Vowel, Lotto, Group Sounding Game, Take, Go Fish.
For teaching phonics: Phonic Rummy, UNO, Phonetic Drill Cards. Remedial Education Center, 1321 New Hampshire Avenue, Washington, D.C.
Dorothea Alcock, Covina, California: Grab (junior, senior, advanced).
The Antioch Bookplate Company, Yellow Springs, Ohio: Pirate Keys.
Kenworthy Programmed Teaching Aids, P. O. Box 3031, Buffalo, New York.
For teaching structural analysis: Word Prefixes, Word Suffixes.

Practice materials for comprehension skills which require a variety of materials in order to cover the many different aspects of comprehension. Many of the materials developed for the elementary aged child can be useful for the poor reader above age 12. Of course, one must use judgment and avoid any that might be seen as "babyish" in story or illustration:

Gates-Peardon Practice Exercises in Reading. Teachers College Press, Teachers College, Columbia University, New York.
McCall-Crabb Standard Test Lessons in Reading. Teachers College Press, Teachers College, Columbia University, New York.
Science Research Associates (SRA) Reading Laboratories, Science Research Associates, Chicago, Illinois.
Readers Digest Skill Builders, Readers Digest Educational Service, Pleasantville, New York.
New Rochester Occupational Reading Series, Science Research Associates, Chicago, Illinois.
Turner-Livingston Occupational Series. Follett, Chicago, Illinois.
Streamlined English. Frank Laubach, Macmillan Company, New York.
Operation Alphabet. National Association of Public School Adult Educators, Washington, D.C.
News for You. Box 131, Syracuse, New York, 13210.

Appropriate books for teaching reading with controlled vocabularies:

The Deep Sea Adventure Series. Harr Wagner Publishing Company, 609 Mission Street, San Francisco.
Gates-Lent Series. Macmillan Company, 12 Fifth Avenue, New York.
True Books. Institutional Book Service, 1224 W. Van Buren Street, Chicago, Illinois.
I Want to Be. Institutional Book Service, 1224 W. Van Buren Street, Chicago, Illinois.
Look, Read, Learn Books. Melmont Publishers, Institutional Book Service.
Discovery Books. Garrard Publishing Company, Champaign, Illinois.
Junior Science Books. Garrard Publishing Company, Champaign, Illinois.
The Landmark Books. Random House, New York.
The Real Book Series. Garden City Books, Garden City, L.I., New York.
The Frontiers of America Series. Institutional Book Service, Chicago, Illinois.

Helpful bibliographies for finding books useful for students with special interests and needs:

Spache, Good Reading for Poor Readers. Garrard Press, Champaign, Illinois.
Tolman and Sullivan. High Interest, Low Vocabulary Book List. Boston University, School of Education, Boston, Mass.
Hill, Margaret. A Bibliography of Reading Lists for Retarded Readers. Extension Bulletin, College of Education Series #37, State University of Iowa.

Some sources for reading and associated learning activities:

Sources of Free Pictures. Superintendent Bruce Miller, Box 369, Riverside, Calif.
The Paperback Goes to School. Bureau of Independent Publishers and Distributors, 122 East 42nd Street, New York.

HOW TO TEACH READING

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Bond & Tinker. Reading Difficulties, Their Diagnosis and Correction. Appleton-Century-Crofts, 1957.

Delecato, C. H. The Diagnosis and Treatment of Speech and Reading Problems. Thomas, C.C., 1963.

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Cannon, W. The Wisdom of the Body. New York, Norton, 1932.
Gesell, A., et al. Vision, Its Development in Infant and Child. New York, Paul Hoeber, 1949.
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Selye, H. The Stress of Life. New York, McGraw-Hill, 1956.
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Psycho-Educational Bases of Teaching

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COMPUTATION CURRICULUM

The computation curriculum will be developed into three phases of learning.

1. Remedial and reinforcement of the fundamental skills in arithmetic: ie., addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals.
2. Adaptation of fundamental skills to problem-solving techniques necessary to meeting the needs of everyday life situations.
3. Acquisition of computation skills for particular job area or preparation to return to the formal school situation.

The initial part of the program would encompass all the pupils in a diagnostic sequence in order to determine what skills need teaching or reinforcement. It is hoped that all pupils will proceed throughout the course from one area to another with all reaching Phase 3 by the program's conclusion.

ORIENTATION

The first meeting with the group should be one of explanation: What you as the teacher plan to accomplish with the pupils as a group. The three phases of the program should be explained in detail, with the idea of advancement determined primarily by the pupil's previous knowledge plus his ability to master the materials presented. The ultimate goal of job or school should be stressed.

The second meeting with the group should involve a diagnostic testing procedure. Several good diagnostic tests are available to the teacher to measure basic arithmetic computational skills. Care must be taken in their selection because of reading difficulties with most of the pupil population.

By the end of the first week the teacher should have a clear picture of the individual needs of each member of the group. By the following week the teacher should be able to place each pupil in some area of Phase 1.

Some attempts at homogeneous grouping should be made at this time so that pupils with similar needs are in the same groups. This will make it simpler for the teacher to select the proper materials for remediation and reinforcement.

PHASE I (Remedial and Reinforcement)

It will be the teacher's responsibility, with the help of the Materials Center Specialist, to bring to each pupil the materials necessary to build the desired skills. This will entail development of materials on an individual basis, and may require creation of new materials where none now exist or present ones prove unsatisfactory. A variety of techniques and approaches to each problem are requisite if the necessary concepts and skills are to be acquired by every pupil.

This phase of the program will provide the proper starting point for each pupil and allow him to progress at his own rate. It will be the job of the teacher to keep careful check on his progress and give individual instruction whenever necessary.

The duration of Phase 1 will depend on the advancement of each pupil. An expected overlap of each phase will be determined by the individual's time-ability sequence.

PHASE II (Problem-solving Techniques)

A series of experience units is suggested which will bring to the foreground the need to develop problem-solving skills. The units will be titled as follows:

A. Computational Skills Necessary For You as a Consumer. (see sample lesson, Phase II).

B. Computational Skills Necessary For You as "Head of the Family".

C. Computational Skills Necessary For You as a Worker (general).

D. Computationsl Skills Necessary For Your Leisure Time.

If the teacher makes the situations realistic by drawing materials from the pupils' environment, then successful methods of problem solving will be developed.

PHASE III (Vocational Skills)

This will be a highly personalized phase and will depend largely on the aspirations of the student in relation to his ability to accomplish these goals. It will be up to the teacher to bring reality into sharp focus so that the pupil will comprehend, with some degree of accuracy, where he fits in the spectrum of society. Once this fact is clarified, the teacher can then proceed to develop a program in terms of specific skills for each pupil.

The material used will be drawn from the particular skill or industry chosen. If the goal requires further education in the academic sense, then the curriculum will be one of preparing to return to a more advanced classroom in mathematics.

SAMPLE LESSON -- PHASE II

UNIT A - Computational Skills Necessary For You as a Consumer.

1. Objectives

   a. To learn how to estimate and calculate accurately the cost of items individually and collectively.

b. To learn how to calculate per cent as it relates to discount; time payment purchasing; and state and local taxes.

c. To learn the various units of measure as they relate to the purchase of varied size and amount items.

d. To learn how to calculate the cost of utilities and other services.

2. Materials

a. Newspapers.

b. Catalogs and pricelists from large concerns.

c. Play and real money.

d. Adding machine.

e. Cash register.

f. Measuring devices (include a variety of can and package sizes).

g. Films and filmstrips (check catalogs for specific items).

h. Public utility materials (Consolidated Edison, Bell Telephone Co., etc.).

i. State and local tax information.

j. Consumers Buyers Guide and related material.

3. Procedures

a. Pose the following type questions to the group and let the discussion that follows lead the way in pursuing the areas which students want to investigate.

(1) Who is a consumer?

(2) Why is it important to know how to estimate the cost of items before you buy them?

(3) Why is it important for you to know the meaning of size or amount?

(4) What is a utility? Why do we need them?

(5) Why do we have to pay a tax on some items and not on others?

(6) What is a discount price?

(7) What is meant by "buying on time"?

(8) What is insurance? Why do we need insurance?

b. Go through the daily newspapers, cutting out a variety of ads. Compare values and do the necessary arithmetic to find values. Place the advertisements on one side of a notebook and the computational solutions on the other. At the start the teacher should work with the entire group. Have all pupils do the same problem and follow the teacher's example. Later, after the idea and method are set, the pupils may select the articles that interest them and continue to fill the notebook on their own, with frequent and routine checks of progress by the teacher. Further individual instruction when warranted by a particular problem can follow.

In addition to the newspapers, catalogs and pricelists from department stores and food chains can be used in the same manner.

c. Research projects can be developed that incorporate the materials mentioned in (b), such as:

(1) Planning a fishing or hunting trip to ________________.

(2) Buying a car.

(3) Buying a home.

(4) Planning to remodel a kitchen.

d. Role-playing situations can be prepared to help develop proper handling of money. This would include estimation and receiving correct change. The experiences could be as follows:

(1) Going to the store to buy ________________.

(2) Taking the family to the movies.

(3) Taking the family out to dinner.

(4) Taking the car to get needed repairs.

(5) Going to the bank to deposit or withdraw.

(6) Going to the bank to ask for a loan.

e. Plan field trips to the following:

(1) Local store.

(2) Local bank.

(3) Local utility office.

(4) Local laundry or dry cleaning.

4. To the Teacher:

It will be the task of the teacher to help the pupil organize problem material in such a way as to enable him to find satisfactory solutions to basic economic problems. It is not enough to know how to add, subtract, multiply, and divide. One must also know when and where to apply this skill in order to make adequate judgments on many economic problems that face him daily in society.

5. Summary

In this unit the pupil learns when and where to use the basic computational skills developed in Phase I of this program. The teacher should keep in mind the importance of organizational development and the necessity of keeping posed experiences as real as possible and within the experience of his students.

EQUIPMENT AND MATERIALS

Suggested materials that should be available as an aid to diagnosis, instruction, and general class management:

1. Files for record-keeping and materials.
2. Duplicating machine and related materials.
3. Overhead projector.
4. Film projector.
5. Filmstrip projector.
6. Opaque projector.
7. Tape recorder.
8. Blackboard and chalk (white and colored).
9. Newspapers.
10. Art paper (all colors).
11. Scissors.
12. Measuring devices (large variety).
13. Films and Filmstrips (owned and rented).
14. Tapes for tape recorder.
15. Stationery supplies (variety of pencils, paper, etc.).
16. Catalogs and price lists.
17. Income tax information.
18. Banking materials.
19. Adding machine.
20. Cash register.
21. Geometric designs (a variety).
22. Maps (including subway routes).
23. Train and bus timetables.
24. Weather maps and related materials.
25. Bookkeeping materials.
26. Automotive instruction and repair handbooks.
27. Household maintenance and repair manuals.
28. Teaching machines.
29. Basic skill texts and workbooks.

B. Suggested sources for additional materials:

1. Mathematical Teaching Aids
   compiled by Joseph H. Urbancek
   Chicago Teachers College
   6800 Stewart Ave.
   Chicago 21, Ill.
2. Cuisenaire Company of America, Inc.
   Dept. B 603
   9 Elm Ave.
   Mount Vernon, N.Y. (10550).
3. School Mathematics Study Group (SMSG)
   Yale University Press
   92 A Yale Station
   New Haven, Conn. (06520)
4. Science Research Associates, Inc. (SRA)
   289 E. Erie Street
   Chicago, Ill. (60611)
5. Addison-Wesley
   Dept 149
   3220 Porter Drive
   Palo Alto, Calif. (94304)

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4. What's New in Teaching Slow Learners in Junior High School? Greenholz. The Mathematics Teacher, Vol. LVII, No. 8. December, 1964, p. 522.

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